CORRECT ENGLISH

INTRODUCTORY COURSE

TANNER

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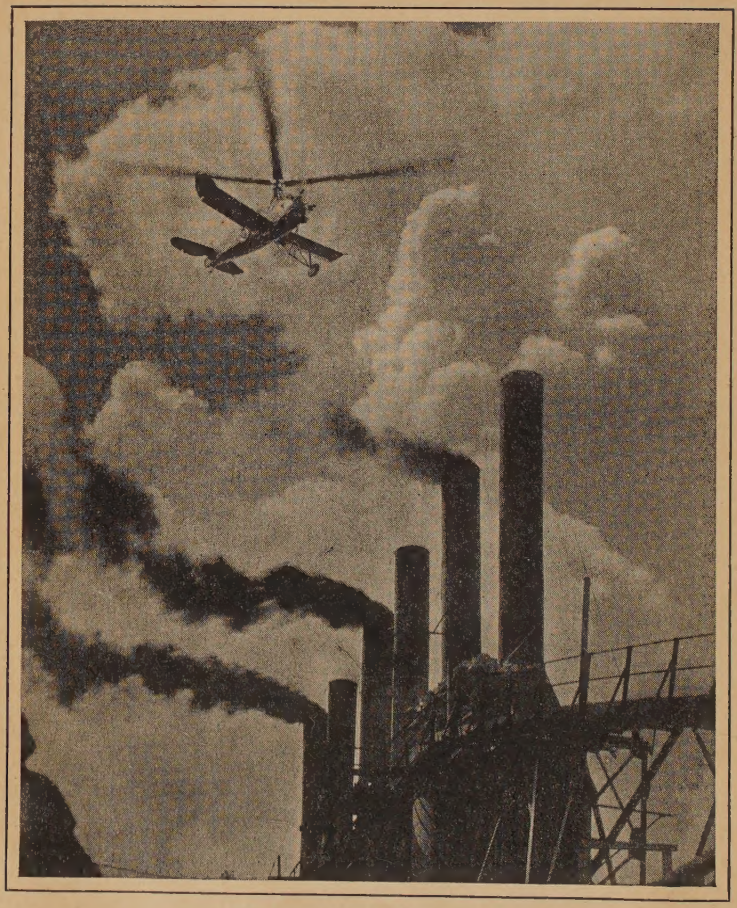

Industry and Romance

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CORRECT ENGLISH

Introductory Course

By

WILLIAM M. TANNER

Author of "Composition and Rhetoric"

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an adjective tells kind color size how many or, how much or something about something else

CORRECT ENGLISH, FIRST COURSE
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GINN AND COMPANY
BOSTON · NEW YORK · CHICAGO · LONDON
ATLANTA · DALLAS · COLUMBUS · SAN FRANCISCO

an adverb is a word that tells
how when or where
time manner place or degree

PREFACE

This book is intended to precede *Correct English, Second Course*, or a similar textbook. It represents a slightly more elementary treatment of the subject matter included in *Correct English, First Course*, and contains a considerable amount of new material. Either the *Introductory Course* or the *First Course* forms with the *Second Course* a well-articulated two-book series, though any one of the three books may be used alone.

The *Introductory Course* is in accord with the current demands of teachers of English. It meets the requirements of the check-list for the evaluation of textbooks in composition, prepared by the committee of the National Council of Teachers of English. The terminology throughout is that recommended by the Joint Committee on Grammatical Nomenclature.

In preparing the *Introductory Course*, as in writing the other books of the Correct English series, the author has kept in mind five principal aims:

1. To arouse the pupil's interest in improving his speech and writing so that he will work to gain greater skill in the use of good English to meet his present needs.
2. To give the pupil a natural motivation for his oral and written composition work by leading him to speak and write for a definite purpose about subjects closely related to his everyday experience and observation in his home, in the school, and in the community in which he lives.

3. To train the pupil to think in an orderly fashion in choosing his subject, in selecting and arranging his material, and in expressing clearly what he has to say.
4. To assist the pupil, by means of clear explanations and illustrations, practice exercises, cumulative drills, and achievement tests, to master the mechanics of oral and written composition.
5. To help the pupil, by means of specific directions, guiding questions, and practice in analyzing specimens and criticizing compositions read in class, to develop critical ability that will enable him to detect the faults in his own oral and written work and to proceed intelligently in correcting and overcoming them.

The plan of instruction and the organization of the material in the *Introductory Course* should result, for both pupil and teacher, in economy of time and effort, greater efficiency in procedure, more rapid progress, and more satisfactory achievement. The method of instruction provided for is, briefly stated, this: Test, Teach, Drill, Test. The fifteen Preliminary Test Exercises, placed first in the book, will afford the pupil at the beginning of the year a valuable review of his previous work in grammar, sentence structure, the use of words, spelling, and punctuation, and will reveal to him his attainments and his deficiencies. The showing made by pupils in doing these test exercises will enable the teacher to diagnose with a fair degree of accuracy the needs of each pupil and to adapt the course from the very outset to meeting these needs. The Test Exercises, which precede many of the chapters, will serve to indicate what should be stressed in the chapter that follows. The Cumulative Exercises will func-

tion as review and drill on essential details dealt with in preceding chapters, and the Achievement Tests, at the end of many of the chapters, will show to what extent the pupil has mastered the subject most recently studied.

With the material arranged by subject units in clearly designated parts, chapters, and sections, the book may be readily adapted to a wide variety of courses of study and individual teaching preferences. The complete table of contents and the full index facilitate reference. An abundance of illustrative specimens and a large number of exercises afford the teacher considerable range in making assignments. Though the book is designed for use by the average pupil, "extra credit" exercises for pupils of greater ability have been included. For pupils below the average who need additional drill on essentials, there are references, in connection with certain assignments, to the author's *Exercises in Correct English.*

Material for use in all dictation exercises will be found in the Teachers' Manual.

Grateful acknowledgment is made to the following persons for their permission to use certain selections written by high-school pupils: to Miss Susan E. Wilcox and Miss Elizabeth E. Graham and to the "Crew" of *The Venture,* Springfield High School, Springfield, Illinois; to the faculty committee and the staff of the *Newton Quill,* Newton High School, Newtonville, Massachusetts; to the editorial boards of various other school publications; and to numerous teachers of English in other schools for composition material from the pupils in their classes.

The author wishes to express his sincere thanks to the men and women of the editorial staff of Ginn and Company and of the Athenæum Press for their valuable assistance in the making of this book.

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Preliminary Test Exercises for Review and Diagnosis

GETTING A GOOD START

AT THE beginning of the school year, as you resume your study of speaking and writing, it will be well for you to test your skill in the use of good English. This you can accomplish in part by means of the test exercises in this introductory section. In doing these exercises, which will provide you with a brief review of sentence structure, grammar, the choice of words, spelling, and punctuation, you will find out to a considerable extent just how much English you really know. You will discover at the same time what your immediate needs in grammar and composition are, and you will thus be able from the very outset to direct your efforts more intelligently toward acquiring greater skill in speaking and in writing.

The helpfulness of the preliminary test exercises will depend on the spirit in which you do them. Regard them as "setting up" exercises in preparation for your work in English for this school year. Make good use of this "warming up." Being in at the start and securing the lead by a clean, quick "get-away" will do much to insure your coming in as a leader at the end of the year's contest in speaking and writing.

You should bear in mind that the exercises are intended to test your *individual* ability as a student of English. In doing each exercise depend, therefore, as in all other school work, wholly on your own efforts. Be honest with yourself and refrain from asking or receiving any aid.

Exercises for Review and Diagnosis

Getting a Good Start

Preliminary Test Exercise I

Copy the following groups of words, and state after each whether the group of words as a whole is a sentence, a phrase, or a subordinate clause:

SCORE: 10 points for each group of words

1. During my brother's first year in college.
2. Where I had lived for the first six years of my life.
3. Have you heard where the school art exhibit will be held?
4. After we had completed the preparations for our trip.
5. At last we had completed the preparations for our trip.
6. Everyone else being away from home on vacation.
7. Because he had promised to go with us to the circus.
8. When the flyers returned, they were given a reception.
9. The books were bought with the proceeds of our school play.
10. The books having been bought with the proceeds of our school play.

Preliminary Test Exercise II

Write at the left margin of a page of theme paper the numbers 1 to 10. Read each of the sentences given below, and opposite the corresponding number state whether the sentence is simple, compound, or complex:

SCORE: 10 points for each sentence

1. My class in science meets at eleven o'clock.
2. On my way to school I mailed a letter that I had written.
3. While I waited in the dentist's office, I read a story.
4. May I assist you, or do you prefer to do the work alone?
5. This is a novel that I have greatly enjoyed reading.
6. Because of motor trouble we arrived late for the game.
7. I now wear glasses, because measles weakened my eyes.
8. Above the mantel in the living-room hangs a large mirror.
9. Arthur is a boy whom everyone in school greatly admires.
10. Here is my pen, and I will get some paper for you.

Preliminary Test Exercise III

How accurately can you write the possessive pronouns and the possessive case of nouns? Your teacher will dictate for you to write in class several sentences in which possessive pronouns and the possessive case of nouns are used.

SCORE: 5 points for each possessive word

Preliminary Test Exercise IV

Do you always use the correct case and number of pronouns when you speak and write? Write each of the following sentences, using the pronoun that you think is correct:

SCORE: 5 points for each pronoun

1. I am two years older than (he, him).
2. It was (me, I) (who, whom) she asked to help her.
3. That must have been (she, her) who answered the telephone.
4. Mathematics has always been hard for Jane and (I, me).

5. (Who, Whom) do they suppose committed the robbery?
6. Everyone should learn to think for (themselves, himself).
7. Father asked (who, whom) I had walked home with from school.
8. I knew it was (him, he) the minute that I heard him speak.
9. Each of the drivers denied the fault was (his, theirs).
10. In this early picture of (we, us) children, this is (me, I).
11. We telephoned to all (whom, who) we thought would come.
12. It is (them, they), not (we, us), who should be rewarded.
13. There is no teacher in school (who, whom) the pupils like better than (she, her).
14. When anyone makes a mistake, (they, he) should not be judged too harshly.
15. The difference between (she, her) and (me, I) is that she studies harder.

Preliminary Test Exercise V

Do you regularly use the correct form of the verb in your oral and written sentences? Are you in the habit of confusing the past tense and the past participle of certain verbs? The following exercise will enable you to make a valuable test. Write each sentence given below, using the correct form of the verb:

SCORE: 10 points for each sentence

1. The rain (begun, began) falling just as we started home.
2. Father had often (spoke, spoken) of buying a new car.
3. It (took, taken) us only three days to make the trip.
4. The suit that I had (wore, worn) to the picnic was ruined.
5. The bell (rang, rung) before I had finished the examination.
6. For three days the shipwrecked men had (eaten, ate) nothing.
7. We (done, did) all we could to make the injured man comfortable.
8. I felt refreshed after I had (drunk, drank) two cups of coffee.
9. I have often (swam, swum) across the lake and back before breakfast.
10. While we were waiting for the train, we (sung, sang) several of our school songs.

Preliminary Test Exercise VI

Copy the following sentences, supplying in each *am*, *is*, *are*, *was*, *were*, *has been*, or *have been*, according to the tense, person, and number of the verb required by the subject:

SCORE: 5 points for each sentence

1. The committee —— given a vote of thanks.
2. Mathematics —— my most difficult subject.
3. The alumni of our school —— very loyal.
4. A part of the contents of the box —— on the floor.
5. Ten years —— a long time to a prisoner.
6. It is I who —— your best friend.
7. A series of games —— played in our stadium each year.
8. "The Virginians" —— a good English novel.
9. Neither of us —— invited to the reception.
10. The dog, with all her puppies, —— missing.
11. No beggars or solicitors —— allowed in the building.
12. Only a boat or two —— now visible on the lake.
13. Half of the journey —— completed.
14. The herd of buffaloes —— carefully guarded.
15. Either physics or home economics —— required.
16. One of two means of escape —— yet ours.
17. Neither means of escape —— feasible.
18. The mother, as well as her daughters, —— beautiful.
19. The data for the experiment —— inaccurate.
20. Measles —— sometimes injurious to the eyes and ears.

Preliminary Test Exercise VII

Do you always use the auxiliary verbs *shall*, *will*, *should*, *would*, *may*, *can*, *might*, *could*, correctly? To test your ability, write the sentences given below, using the proper auxiliary verbs:

SCORE: 10 points for each sentence

1. Mr. Newcomb, (can, may) I be excused?
2. I (shall, will) be glad to accept your invitation.
3. I (should, would) gladly help you if I had the money.

4. He asked me if he (might, could) act as my guide.
5. If you were I, (would, should) you accept the position?
6. My mother (shall, will) never forget that experience.
7. Miss Adams, (shall, will) you forgive me for my rudeness?
8. We (will, shall) fail unless we make good use of our time.
9. I (would, should) like to see our team win the championship.
10. I asked the dentist when I (could, might) have my next appointment.

Preliminary Test Exercise VIII

Do you have difficulty in deciding when to use *was* and when to use *were* in such sentences as those given below? Write each sentence, employing the verb that you think is correct.

SCORE: 10 points for each sentence

1. Where (was, were) you when the accident occurred?
2. I wish that I (was, were) as fortunate as you are.
3. Though he (was, were) innocent, he was suspected.
4. How I wish that father (were, was) here!
5. Even if he (was, were) here, he could not help us.
6. (Was, Were) you greatly surprised when you heard the news?
7. If I (were, was) she, I would drive more carefully.
8. What would you tell him, if you (was, were) I?
9. My brother often says, "I wish I (were, was) an aviator."
10. If help (was, were) necessary, I would gladly give it.

Preliminary Test Exercise IX

Are you sometimes in doubt as to whether you should use an adjective or an adverb after certain verbs? Write each sentence given below, using the word that you think is correct. State after each sentence whether the word chosen is an adjective or an adverb.

SCORE: 10 points for each sentence

1. Did you sleep (good, well) last night?
2. These flowers smell (sweetly, sweet).
3. I always try to speak (distinct, distinctly).

4. We had left home (real, very) early that morning.
5. We were (sure, surely) tired when we returned.
6. This ice cream tastes (deliciously, delicious).
7. My sister plays the piano (good, well).
8. We can do the work (easy, easily) in half an hour.
9. Virginia looks (beautiful, beautifully) in that dress.
10. The patient seems (some, somewhat) better today.

Preliminary Test Exercise X

Do you sometimes make mistakes in sentences that express a comparison? Rewrite each of the sentences given below so that the comparison is correctly stated:

SCORE: 10 points for each sentence

1. Marjorie is the tallest of the twins.
2. My brother is younger than any boy in his class.
3. Which is the most important, wealth or education?
4. My chum gave me the best of the two apples.
5. June twenty-first is longer than any day in the year.
6. Mother has more friends than anyone in our family.
7. Jane is the youngest of any girl in school.
8. Arthur is the most likable of my two brothers.
9. New York is larger than any city in the United States.
10. The mayor knows better than anybody the needs of our city.

Preliminary Test Exercise XI

How accurate is your use of prepositions and conjunctions? To test the accuracy of your usage, write the sentences given below, employing in each the preposition or the conjunction that you think is correct:

SCORE: 10 points for each sentence

1. Your bicycle is different (than, from) mine.
2. We parked the car and went (into, in) the house.
3. There was a tennis court (in back of, behind) the house.
4. If you want to learn to play the game, do just (like, as) I do.
5. Yesterday Frank borrowed my fountain pen (off, from) me.

6. My brother began working (directly, as soon as) he finished the high school.
7. (Without, Unless) you prepare your lessons, you will fail.
8. These apples are different (to, than, from) those.
9. Our friends looked (like, as if) they were disappointed.
10. He divided his property equally (among, between) his five children.

Preliminary Test Exercise XII

There are doubtless certain words that you have difficulty in using accurately, either because of their association in your mind with other words or because of their similarity to them in spelling or in pronunciation. To test your familiarity with the words given in the sentences below, write in order on theme paper the number of each sentence, and opposite the number write the word that you think should be used:

SCORE: 4 points for each word

1. It was (most, almost) nine o'clock when I awoke.
2. Miss Anderson refused to (accept, except) my excuse.
3. I (guess, suppose) that you served in the World War.
4. My mother tried to (teach, learn) me to play the piano.
5. They often (set, sat) for hours on the warm beach sand.
6. The horse that I rode had a (mean, vicious) disposition.
7. I (like, love) fresh raspberries and cream as a dessert.
8. Did you not (suspect, suspicion) that he was a detective?
9. Ask your father if you (can, may) use his car tomorrow.
10. The banker refused to (loan, lend) him any more money.
11. My answer to the last problem is different (than, from) yours.
12. Unless you are careful, you may (lose, loose) your purse.
13. There are (less, fewer) boys than girls in my class.
14. If you (decide, conclude) to go, please buy a ticket from me.
15. What (affect, effect) did the news have on your parents?
16. His voice sounded (like, as if) he meant what he said.
17. Our community has a very (healthful, healthy) climate.
18. We had to drive (very, real) cautiously on the slippery road.

19. We were (behind, in back of) a car that skidded several times.
20. Bob's failure to win the race made him (mad, angry).
21. I found my sweater (lying, laying) where I had left it.
22. After nine hours of sleep I feel (good, well) today.
23. Few dogs are willing to (leave, let) a cat alone.
24. Our coach is a man of gigantic (stature, statue).
25. Madame Curie and her husband (invented, discovered) radium.

Preliminary Test Exercise XIII

As a further test of your knowledge of words, write original sentences in which you illustrate the correct use of any ten of the words inclosed in parentheses in Preliminary Test Exercise XII that you did not use in that exercise.

SCORE: 10 points for each sentence

Preliminary Test Exercise XIV

Do you frequently misspell words in your letters, examination papers, compositions, and other class assignments? Your teacher will dictate to you in class fifty words in everyday use for you to write correctly spelled.

SCORE: 2 points for each word

Preliminary Test Exercise XV

When you write, do you always use capital letters where they are required? Do you sometimes capitalize the first letter of words that should begin with a small letter? Are you accurate in your use of punctuation marks? The sentences that your teacher will dictate for you to write in class will show you how well you understand and apply the simpler rules of capitalization and punctuation.

SCORE: 1 point for each capital letter and mark of punctuation

PART ONE

Parts of Speech in the Sentence

IN CHINA THE CHARACTERS WERE OF PORCELAIN AND
RUBBINGS WERE TAKEN FROM THEM BY ABOUT
1000 A.D. MOVABLE TYPES HAD BEEN INVENTED IN

BUILDING WITH WORDS

BEFORE you can build a radio set that works successfully, you must know what parts are needed, understand the function of each part, and learn by following rules and through practice how to put these parts together properly. Before you can make a cake that is satisfactory, you must know what ingredients are required, understand what proportion of each ingredient to use, and learn by following a recipe and through practice how and in what order the ingredients are to be combined. Likewise, before you can build a good sentence, you must know what words you should use, understand the special forms of certain words that are required, and learn by following rules and through practice how these words should be arranged to form a sentence that correctly and clearly expresses your meaning.

Part One of this book will help you to become more expert in building with words. It will give you a better understanding of the use of words as parts of a sentence. It will acquaint you with the special forms of certain words and the rules to be followed in choosing the right forms and in combining them. It will make you more familiar with the use of groups of words as elements of a sentence. It will furnish you with numerous illustrations of the ways in which words and groups of words are arranged to form different kinds of sentences. Most important of all, it will provide you with a great deal of practice in applying the rules that you study in building sentences of your own.

CHAPTER I

Elements of the Sentence

Test Exercise I

Copy each of the following sentences. Draw one line under the complete subject and two lines under the complete predicate. Inclose in parentheses the subject substantive (noun or pronoun) and the predicate verb or verb phrase.

SCORE: 10 points for each sentence

1. The glare of the sun on the white sand hurt his eyes.
2. Our school building is a red-brick structure.
3. My class in general science meets at ten o'clock.
4. His savings have increased steadily for the past five years.
5. Who gave you directions for finding the camp?
6. Which of the problems caused you most difficulty?
7. The third problem I found hardest to solve.
8. To whom was the first prize awarded in the contest?
9. In the rumble seat of the car rode my youngest brother.
10. About the middle of the night I was awakened by a noise.

Test Exercise II

According to its function in the sentence in which it is used, a word is classified as a part of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection.

Study closely each italicized word in the following sentences to determine its use, and then list it as the part of speech that you think it is. List verb phrases as verbs.

SCORE: 4 points for each word or phrase

1. I often *visit* my *relatives* in the summer.
2. During one *visit* I hurt *myself seriously*.
3. The severe *cold* made my hands *and* feet *numb*.
4. Holding them in *cold* water gradually restored *feeling*.
5. A *tempting* meal was quickly placed *before* us.
6. *Such* trees as the redwoods I had never seen *before*.
7. *Oh*, yes, I can wait *until tomorrow* for an appointment.
8. My twin sisters will be *twelve* years old *tomorrow*.
9. Do you think *these* shoes are *better* than *those*?
10. *Who* wrote the novel *that* you *are reading*?

THE SENTENCE

1. Sentence Defined

A sentence is the expression of a complete thought by means of a group of words that can stand alone.

1. Children | play.
2. They | are playing.
3. Detroit | is my home.
4. The noise | frightened me.
5. His diving | amazed us.
6. Honesty | is the best policy.

2. Subject and Predicate

Every sentence must have a subject and a predicate. The subject denotes the person, place, thing, action, or idea about which something is said. The predicate asserts something about the subject.

In the sentences in section 1 the subject precedes the vertical line; the predicate follows it.

Exercise 1

Copy the following parts of sentences, and make sentences in which you use the parts given. Tell whether you supplied a subject or a predicate in forming each sentence.

1. Our principal ——.
2. —— delighted us.
3. Our team ——.
4. This picture ——.
5. —— arrived early.
6. Their summer camp ——.
7. —— requires patience.
8. Swimming ——.
9. My favorite sport ——.
10. —— killed the plants.

Exercise 2

Write ten short original sentences. In each sentence separate the subject from the predicate by a vertical line.

3. Subject Substantive and Predicate Verb

A subject substantive is a noun or a pronoun used as the subject of a sentence.

A predicate verb is a verb or a verb phrase used as the predicate of a sentence.

1. Clouds | formed.
2. John | studies.
3. Who | called?
4. What | happened?
5. She | is reading.
6. They | have returned.

4. Simple Subject and Simple Predicate

A simple subject consists of a single subject substantive with or without modifiers.

A simple predicate consists of a single predicate verb with or without modifiers or other words that complete its meaning.

1. Everyone | laughed.
2. She | studies music.
3. The day | was cloudy.
4. Walking | is good exercise.
5. My chum | plays a saxophone.
6. Some of the guests | left early.

5. Compound Subject and Compound Predicate

A compound subject consists of two or more simple subjects, usually joined by a conjunction.

A compound predicate consists of two or more simple predicates, usually joined by a conjunction.

A sentence may have a compound subject or a compound predicate or both, as the following examples show:

1. The guide and his brother | met us at the station.
2. We | called them and told them the good news.
3. My chum and I | study and play together.
4. She and I | read the novel and enjoyed it.

6. Complete Subject and Complete Predicate

A complete subject, which may be either simple or compound, consists of the subject substantive or substantives and modifiers, if there are any.

A complete predicate, which may be either simple or compound, consists of the predicate verb or verbs, modifiers, and completing words, if modifiers or completing words are used.

In the following sentences the complete subject is separated from the complete predicate by a vertical line:

1. A pleasant old gentleman | greeted us cordially.
2. The girl in front of me | is wearing a new dress.
3. Several books and magazines | were lying on the table.
4. Our neighbors | have recently repaired and painted their house.
5. My father and my uncle | buy and sell automobiles.

Exercise 3

Write the sentences indicated below. In each sentence separate the complete subject from the complete predicate by a vertical line. Draw one line under all subject substantives. Draw two lines under all predicate verbs.

1. Four sentences containing a simple subject and a compound predicate.
2. Four sentences containing a compound subject and a simple predicate.
3. Two sentences containing a compound subject and a compound predicate.

7. Natural and Transposed Sentence Order

When the subject of a sentence precedes the predicate, the sentence is said to be arranged in the *natural* order.

1. A great fear seized him.
2. Who called me on the telephone?
3. (You) Spend the night with us.

When the subject of a sentence follows the predicate or is placed between parts of the predicate, the sentence is said to be arranged in the *transposed* order.

1. At the head of the procession marched the band.
2. Where are you going? (You are going where?)
3. How well you are looking! (You are looking how well!)

Exercise 4

Write five original sentences arranged in the natural order and five others arranged in the transposed order. Draw one line under each subject substantive and two lines under each predicate verb.

8. Kinds of Sentences According to Use

According to the purposes that they serve, sentences are of the following kinds:

1. Declarative. A sentence that asserts or declares something is called declarative. What is asserted or declared may be the statement of a fact, or it may be the expression of the will or desire of the speaker or writer. A declarative sentence is followed by a period.

a. Self-reliance is an essential of success.
b. May you succeed in achieving your ambition.
c. Learn early in life to spend less than you make.
d. Margaret asked me where I was going.

When a sentence expresses a desire, command, request, entreaty, or wish by means of a verb in the imperative mood (as in sentence *c* above), the subject (*thou, you, ye*) is omitted, unless the sentence is emphatic.

2. Interrogative. A sentence that asks a question is called interrogative. It is followed by an interrogation mark.

a. Do you enjoy playing tennis?
b. Where did you spend your vacation?
c. You have not prepared the assignment?

3. Exclamatory. A sentence that expresses surprise, disbelief, disgust, or some other emotion is called exclamatory. It is followed by an exclamation mark. Most frequently an exclamatory sentence begins with either *how* or *what.*

a. How you frightened me!
b. What suffering the flood caused!

Exercise 5

Tell whether each of the following sentences is declarative, interrogative, or exclamatory. State whether the sentence is arranged in the natural or the transposed order.

1. The entire population of the town watched the aviator.
2. Who invented the wireless telegraph?
3. What a great scientist Pasteur was!
4. Return all books to the library this week.
5. In what part of Canada were you born?
6. Five thousand people attended the meeting.
7. In one corner of the yard stood a chestnut tree.
8. To whom shall we send invitations?
9. On the rug before the fire lay our dog.
10. How I longed to be at home once more!

Exercise 6

Write the following sentences: (1) four declarative, (2) four interrogative, and (3) two exclamatory. Be sure to punctuate your sentences correctly.

WORDS AS ELEMENTS OF THE SENTENCE

9. Substantives

A word that is used to designate a person, place, thing, action, or idea is called a substantive.

Nouns. A noun is a substantive that designates a person, place, thing, action, or idea by naming it.

1. *John* is my *brother.*
2. *Platinum* is a *metal.*
3. The *boys* play *ball.*
4. *Haste* makes *waste.*
5. *Refusing* required *courage.*
6. *To refuse* required *courage.*

In sentences 5 and 6 *Refusing* and *To refuse* are verbal nouns. They are derived from a verb and, as used in the sentences, name an action.

Pronouns. A pronoun is a substantive that designates a person, place, thing, action, or idea without naming it. It is a word used instead of a noun.

1. *I* envy *you.*
2. *We* prefer *these.*
3. *She* lent *me hers.*
4. *Who* are *they*?
5. *What* is *that*?
6. *He* hurt *himself.*

10. Verbs

A verb is a word that is used to assert something about a person, place, thing, action, or idea. Many verbs express action, but some denote state or condition.

1. The boy *runs* rapidly.
2. I *made* a jig-saw puzzle.
3. The custom still *exists.*
4. My mother *was* uneasy.

Often a group of words, instead of a single verb, is required to make an assertion. Such a group is called a verb phrase.

1. Our guests *have gone.*
2. I *am studying* English.
3. Who *will go* with me?
4. The work *has been done.*
5. *May* I *borrow* your pen?
6. Where *are* you *going*?

11. Modifiers

A word or a group of words used to limit or qualify the meaning of another word or group of words is called a modifier.

Adjectives. An adjective is a word used to modify a noun or a pronoun.

1. A *selfish* person has *few* friends.
2. *Unfortunate* me! I am never *lucky.*
3. He is *honest.*
4. She seems *happy.*

Adverbs. An adverb is a word used to modify a verb, an adjective, or another adverb.

1. The lecturer spoke *distinctly*.
2. This is a *most* interesting story.
3. We arrived *too* late for dinner.
4. He feels *somewhat* better.

12. Connectives

A word that joins one word to another or one group of words to another and indicates a relationship between them, is called a connective.

Prepositions. A preposition is a word usually placed before a substantive to connect the substantive, which is its object, with some other word in the sentence.

1. The president *of* our class sits *behind* me.
2. The distance *from* my home *to* school is one mile.
3. I worked *with* my brother *for* my uncle *during* vacation.

Conjunctions. A conjunction is a word used to connect words or groups of words.

1. Charles *and* I attended the same camp last summer.
2. We called for her, *but* she was not ready.
3. Will you please call me *if* I do not wake on time?
4. She called me at six o'clock *because* I had overslept.

Certain pronouns, adjectives, and adverbs, in addition to performing their own function, may serve as connectives.

1. Was it Dorothy *who* told you? (Relative pronoun)
2. Are you the man *whose* car was stolen? (Possessive adjective)
3. This is the place *where* I found it. (Relative adverb)

13. Interjections

An interjection is a word used to express pity, anger, joy, fear, surprise, sorrow, disgust, contempt, or some other feeling or emotion.

1. *Hurrah!* We have won.
2. *Oh,* look at him!
3. *Alas,* he is dead.
4. *Aha!* What did I tell you?

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A Hard Man to Stop

14. Same Word as Different Parts of Speech

The part of speech to which a word belongs is determined by its use in the sentence. Often the same word may serve, without any change in form, as two or more parts of speech.

Exercise 7

Tell the part of speech of each italicized word in the following sentences:

1. (1) The *walk* is dry. (2) Shall we *walk*?

2. (1) *Iron* is a useful metal. (2) This is an *iron* ball. (3) Sometimes I *iron* my own clothes.

3. (1) May I *open* the window? (2) We came at last to *open* country. (3) I always enjoy a holiday out in the *open.*

4. (1) After his long *fast* he feels weak. (2) Did you ever *fast*? (3) This is a *fast* color. (4) That boy can run *fast.*

5. (1) Who will *right* the wrong? (2) Have you the *right* answer? (3) *Right* will prevail. (4) Nothing went *right* that day.

6. (1) The *inside* of the house was gloomy. (2) The *inside* door stood open. (3) We went *inside* the house. (4) Please step *inside.*

7. (1) Have you forgotten the *past*? (2) *Past* offenses will be pardoned. (3) The car went *past* us at full speed.

8. (1) We coasted *down* the hill. (2) Shall we go *down*? (3) They could not stop on the steep *down* grade.

9. (1) They left the hotel *after* breakfast. (2) They left New York soon *after.* (3) We did not see them *after* they left the house. (4) In *after* life he reformed.

10. (1) The *sound* startled us. (2) *Sound* the alarm! (3) Do you have a *sound* body?

Exercise 8

Write sentences in which you use the following words as indicated. Exercise 7 will serve you as a model.

Run (noun, verb); *wrong* (noun, adjective, verb, adverb); *end* (noun, verb, adjective); *last* (verb, noun, adjective, adverb); *brown* (noun, verb, adjective); *long* (verb, adjective, adverb);

outside (noun, adjective, preposition, adverb); *this* (pronoun, adjective); *before* (preposition, conjunction, adverb); *spring* (noun, verb, adjective); *but* (preposition, conjunction).

15. Infinitives

An infinitive is a verbal noun. Like an ordinary noun, it may be used in the nominative or the accusative (objective) case. Unlike an ordinary noun, an infinitive has tense and voice, since it is derived from a verb. Like the verb from which it is formed, it may take an object, be modified by an adverb, or be completed in meaning by a predicate noun or a predicate adjective.

1. *To delay* is dangerous.
2. She likes *to read.*
3. My desire is *to leave* at once.
4. *To be refused* embarrassed me.

16. Gerunds

A gerund is a verbal noun ending in *-ing.* It may be used like an ordinary noun; but, since it is derived from a verb, it has tense and voice. Like the verb from which it is formed, it may take an object, be modified by an adverb, or be completed in meaning by a predicate noun or a predicate adjective.

1. *Delaying* is dangerous.
2. She enjoys *reading.*
3. I prefer *leaving* at once.
4. *Being refused* embarrassed me.

17. Participles

A participle is a verbal adjective. Like an ordinary adjective, it may be used to modify a substantive. Since it is derived from a verb, it has tense and voice. Like the verb from which it is formed, it may take an object, be modified by an adverb, or be completed in meaning by a predicate noun or a predicate adjective.

1. The *driving* rain drenched us to the skin.
2. The note *accompanying* the gift amused me.
3. A large crowd, *cheering* wildly, greeted the aviator.
4. She seemed *annoyed* at the reporter's *knowing* attitude.

Exercise 9

In the following sentences point out the infinitives, gerunds, and participles. If you have any difficulty in distinguishing the use of certain words ending in *-ing*, remember that a gerund is used as a noun and that a participle is used as an adjective.

1. To walk on the burning sand was painful.
2. I prefer going with you to remaining at home alone.
3. She likes to attend exciting plays.
4. The loud shouting in the street woke the sleeping child.
5. The dog lying on the rug began snoring.
6. His sole aim in entering the contest was to win.
7. The ending of the novel is rather disappointing.
8. In his rambling manner he tried to tell me the story.
9. Flying clouds foretold the coming of the storm.
10. In flying, an aviator must learn to depend on himself.

GROUPS OF WORDS AS ELEMENTS OF THE SENTENCE

PHRASES

18. Phrases Used as Parts of Speech

A phrase is a group of closely related words that is used as a part of speech, but that does not contain a subject and a predicate.

A phrase may be used as a noun, an adjective, an adverb, or a verb.

1. *Sailing a boat* requires skill. (Noun phrase)
2. *To come earlier* was impossible. (Noun phrase)
3. Marion enjoys *playing tennis*. (Noun phrase)
4. He regretted *having made the mistake*. (Noun phrase)
5. The top *of my desk* is scarred. (Adjective phrase)
6. The dog *following me* is an Airedale. (Adjective phrase)
7. Then came my turn *to see the dentist*. (Adjective phrase)
8. Have you ever ridden *in an airplane*? (Adverbial phrase)
9. Are you waiting *to see the doctor*? (Adverbial phrase)

10. *The bell having rung,* the class was dismissed. (Adverbial phrase)
11. I *will tell* you the rest of the story later. (Verb phrase)
12. All members of the club *have been notified.* (Verb phrase)

Phrases and their use as parts of speech are discussed and illustrated in greater detail in sections 73, 79, 81, 83, 89, and 92.

Exercise 10

In the following sentences tell whether each phrase printed in italics is used as a noun, as an adjective, as an adverb, or as a verb:

1. I dislike *solving crossword puzzles.*
2. *Walking down town yesterday,* I found a purse.
3. *For an hour* I amused myself *by reading a magazine.*
4. *Getting the car started* was a hard job.
5. He *had spent* his entire fortune *in helping others.*
6. *To find my baseball glove* required a long search.
7. The best way *to keep a secret* is *to keep it.*
8. This vase *from the Orient* was given me *by my aunt.*
9. *During the summer* I like *to live out of doors.*
10. An envelope *in her hand* caught his eye.
11. She *was reading* a letter *from her cousin.*
12. *Seeing him again* was a great pleasure.
13. Mother, we wanted *to surprise you.*
14. She *had given* me the recipe *for making the candy.*
15. We made the trip *in an open car.*

Exercise 11

Write the following original sentences, as indicated, and draw one line under each phrase that illustrates the construction:

1. Two sentences illustrating the use of phrases as nouns.
2. Three sentences illustrating the use of phrases as adjectives.
3. Three sentences illustrating the use of phrases as adverbs.
4. Two sentences illustrating the use of phrases as verbs.

CLAUSES

19. Kinds of Clauses

A clause is a group of closely related words that contains a subject and a predicate, and that forms part of a sentence. Clauses are of two kinds:

1. Principal, or independent.
2. Subordinate, or dependent.

1. Principal, or independent, clauses. A clause which, if used alone, would express a thought is called a principal, or independent, clause.

a. The guide led the way, and *we soon arrived at the camp.*
b. You may stay here in my room and study; Helen and I are going shopping.

Each of the sentences above consists of two principal, or independent, clauses that are related in thought. Since a principal, or independent, clause may be used alone to express a thought, we may write each of the clauses in sentences *a* and *b* as a simple sentence.

a. The guide led the way.
We soon arrived at the camp.
b. You may stay here in my room and study.
Helen and I are going shopping.

A principal, or independent, clause consists, as does a simple sentence, of one subject and one predicate, either of which or both may be compound.

When two or more principal, or independent, clauses that are related in thought are brought together to form a sentence, the sentence is called *compound.* The clauses may or may not be joined by a simple conjunction.

a. The speaker stopped, and the audience cheered.
b. We arrived on time, but no one met us.
c. Either you do not speak distinctly, or I do not hear well.
d. Blind-alley jobs lead nowhere; they have no future.

2. Subordinate, or dependent, clauses. A clause that cannot be used alone to express a thought but requires the help of other words is called a subordinate, or dependent, clause.

a. The man *who finds pleasure in his work* is happy.
b. The telephone rang *while I was studying.*

When a subordinate clause and a principal clause are used together to express a thought, as above, they form a complex sentence. In example *a* the subordinate clause, *who finds pleasure in his work,* is used as an adjective to modify the noun *man,* which is the subject of the principal clause, *The man is happy.* In example *b* the subordinate clause, *while I was studying,* is used as an adverb to modify the verb *rang,* which is the predicate verb of the principal clause, *The telephone rang.*

A *complex sentence* consists of one principal clause and one or more subordinate clauses.

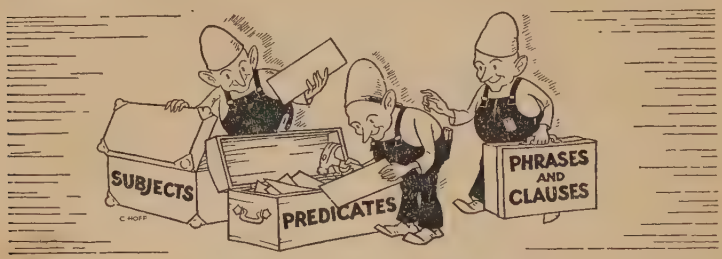
Exercise 12

Point out the clauses in each of the sentences given below, and state whether each clause is principal or subordinate. Then tell whether the sentence is (1) simple, compound, or complex, and (2) declarative, interrogative, or exclamatory.

1. What a remarkable man Benjamin Franklin was!
2. If we wish a piece of work done quickly and well, we usually ask a busy person to do it.
3. They had been friends and classmates in high school, but after graduation they had entered different colleges.
4. The Dramatic Club, under the direction of Miss Marion Frost, gave an operetta entitled "The Pirate's Daughter."
5. Many things that were formerly luxuries are now considered necessities.
6. Then there came a knock, and she ran joyously to open the door.

7. How few pupils there are in school who show the same spirit in their studies that they manifest in athletics!

8. On November 11 the pupils of our school celebrated Armistice Day by giving in the auditorium a program consisting of patriotic songs.



They Enjoy Building Sentences

9. What topic were we discussing yesterday when the bell rang?

10. The development of American industries is marvelous, but most amazing of all has been the growth of the business of sport.

20. Subordinate Clauses Used as Parts of Speech

A subordinate clause may be used, like a single word, as a noun, an adjective, or an adverb.

1. No one knows *who the man is.* (Noun clause)
2. *That it will rain today* seems probable. (Noun clause)
3. The belief was *that our team would win.* (Noun clause)
4. He came to *where they were standing.* (Noun clause)
5. He *who will not work* shall not eat. (Adjective clause)
6. Mr. Bond, *who is our coach,* gave a talk. (Adjective clause)
7. We met my cousin *when she arrived.* (Adverbial clause)
8. The dog follows him *wherever he goes.* (Adverbial clause)
9. I study *because I desire an education.* (Adverbial clause)
10. *If I need assistance,* I will call you. (Adverbial clause)

Subordinate clauses and their use as parts of speech are discussed and illustrated in greater detail in sections 94, 95, 96, 98, 101, and 102.

Exercise 13

In each of the following sentences point out the subordinate clause or clauses. Tell whether each subordinate clause is used as a noun, as an adjective, or as an adverb.

A

1. Do you know who I am?
2. This is the place where the accident occurred.
3. She makes friends easily wherever she goes.
4. When the prisoner escaped is not known.
5. The electrician did his work as if he enjoyed it.
6. The man who finds happiness in his work is fortunate.
7. Please tell me where I can find a telephone.
8. Ice floats because it is lighter than water.
9. If I see him, I will gladly deliver your message.
10. That he might fail in his attempt never occurred to him.

B

1. The weather report is that tomorrow will be fair.
2. Bob found his baseball glove where he had left it.
3. This is the kind of day that I enjoy most.
4. In this picturė, which was taken by flash-light, I look scared.
5. As soon as I can earn the money, I will repay you.
6. The general belief was that he had committed the crime.
7. My mother, who was born in France, now lives in Seattle.
8. The family continued to live as they had lived in Italy.
9. How you use your time now may determine your future.
10. Your future may be determined by how you use your time now.

Achievement Test 1

This exercise will test your ability to tell from the use of a word in a sentence the part of speech to which it belongs.

Turn a sheet of composition paper so that its length is horizontal. Divide the sheet into eight equal columns. Beginning at the left, write at the top of the columns the

names of the eight parts of speech in the order in which they have been discussed in this chapter.

Now study closely the sentences given below. Decide on the part of speech of each word by noting what it does in the sentence, and then write it in its proper column. Treat verb phrases as verbs. Do not confuse pronouns and pronominal (possessive) adjectives that have the same spelling. Remember that *the use of a word in a sentence determines the part of speech to which it belongs.*

SCORE: 1 point for each word

1. This is the best book that I have read this year.
2. Energy and self-reliance are two essentials of success.
3. We watched the airplane flying high above us.
4. Whom shall we choose president of our club?
5. For each pelt the young trappers received thirty cents.
6. During the summer I earn some money by mowing lawns.
7. "Oh, what difference does that make?" asked my chum.
8. I do not remember your telling me that story.
9. Tell us what happened when she saw you.
10. Many persons are careless in their use of *nice.*
11. After several days the injured aviator recovered.
12. Tom lent me his pen, because I had lost mine.

Achievement Test 2

This exercise will test your ability to recognize the use of a group of words as a part of speech.

Study closely each italicized group of words in the following sentences to determine its function in the sentence. Then list, in order, each group of words, state whether it is a phrase or a clause, and tell whether it is used as a noun, as an adjective, or as an adverb.

SCORE: 4 points for each phrase or clause

1. *On the third day* we reached the end *of our journey.*
2. Edward, can you tell the class *how rayon is made*?

3. *That you were mistaken* has been clearly proved.
4. The plan *that he proposed* was approved *by a unanimous vote.*
5. *To master the trade* required a year *of hard work.*
6. No one ever learned *who committed the crime.*
7. The audience was frightened *when the lights went out.*
8. The janitor could not understand *why the lights had failed.*
9. *In five days more* I shall be discharged *from the hospital.*
10. The house *where my grandparents live* was built *before the Revolutionary War.*
11. *Before the aviator had flown very far,* he discovered *that the gasoline tank was leaking.*
12. *During his high-school career* my brother's ambition was *to become a great athlete.*
13. *For twenty thousand dollars* I will sell the house *in which I am living.*
14. *Until I was eight years old* I lived *with my grandparents.*
15. *After reading his letter,* I sent him a telegram *accepting the position.*

CHAPTER II

Substantives: Nouns and Pronouns

Test Exercise I

List in order all words used as nouns that you find in the following sentences:

SCORE: 2 points for each noun

1. The boy watched the eagle soaring above the mountain.

2. The use of a word in a sentence determines its classification as a part of speech.

3. This picture is a good likeness of my mother at the time of her marriage to my stepfather.

4. Courtesy and tact are valuable assets in business.

5. Today is the moment that separates the past from the future.

6. Swimming, riding, and hiking were the most popular forms of recreation at our camp during the summer.

7. Mother suggested the use of figured denim as a covering for the couch in the living-room.

8. By a simple experiment a certain father taught his sons that in union there is strength.

9. My first experience in the making of jelly taught me that the process requires patience and skill.

10. The percentage of illiteracy in this state has decreased.

Test Exercise II

List in order all words used as pronouns that you find in the following sentences. Do not confuse pronouns and pronominal (possessive) adjectives that are spelled alike.

SCORE: 2 points for each pronoun

1. I will take these, and you may have those.
2. She did not tell him who was coming to our house.
3. Since theirs was being repaired, we lent them ours.
4. One is red, and the other is blue. Which do you prefer?
5. Who can tell me the answer to this question?
6. "Whose is this?" she asked me.
7. While he was reading his letters, I read mine.
8. We tried to buy some, but the dealer did not have any.
9. They often help each other with their lessons.
10. He examined both but hesitated to buy either.
11. Can you find Helen and me in that picture? That is she, and this is I.
12. Let him who thinks himself perfect be very charitable toward others.
13. Each was eager to do whatever would please us.
14. Helen dropped the mirror that she was holding and broke it.
15. She never refuses whoever asks her for aid.

NOUNS

21. Kinds of Nouns

A noun is a word that is used as the name of a person, place, thing, action, or idea.

A *proper* noun is the name of a particular person, place, or thing. Every proper noun should begin with a capital letter to distinguish it from other nouns.

1. My *Uncle John* lives in *Louisville, Kentucky.*
2. Next *Thursday* will be *Thanksgiving Day.*
3. We spent the month of *August* in the *West.*

A *common* noun is a name that may be applied to a class or to each individual of a class of persons, places, or things.

1. Every *man* and *woman* in our *town* should be a *voter.*
2. The *trees* and *flowers* in the *park* are beautiful.
3. Her *friends* gave her many *presents.*
4. The *pilot* of the *airplane* was my *cousin.*
5. *Swimming* and *diving* are enjoyable *exercise.*

A *collective* noun is the name applied to a group, or a collection, of persons, animals, or things.

1. The *mob* was cheering the leader.
2. A *herd* of sheep was grazing contentedly in the pasture.
3. The *jury* (jurymen) were unable to agree on a verdict.
4. The *committee* (members of the committee) were not all of the same opinion.

Notice that when a collective noun designates a group, or a collection, considered as a unit (as in sentences 1 and 2), it requires a singular verb; but when it refers to the persons, animals, or things composing the group as individuals, not as a unit (as in sentences 3 and 4), it requires a plural verb.

An *abstract* noun is the name of a general idea, a quality, or an attribute of a person, place, or thing.

1. *Freedom* and *justice* are the ideals of *civilization.*
2. My aunt's *patience* and *cheerfulness* endeared her to everyone.
3. *Length, breadth,* and *height* are the three dimensions.

The inflection of nouns in English is such a simple matter that attention need be given here to only two processes: (1) the ways of forming the plural and (2) the ways of forming the genitive, or possessive, case. Since nouns do not change their form in any case except the genitive, the main discussion of substantive case-forms and their uses will be found with that of pronouns (see sections 38–43).

22. Ways of Forming the Plural of Nouns

The plural number of nouns is formed in the following ways:

1. Most nouns form their plural regularly by adding *s* to the singular.

desk desks pie pies girl girls song songs

If the singular ends in *s*, *x*, *z*, *ch*, or *sh*, the plural is formed by adding *es*.

dress	dresses	fox	foxes	topaz	topazes
bunch	bunches	blush	blushes	church	churches

2. Most nouns ending in *o* preceded by a consonant form their plural by adding *es*.

echo	echoes	hero	heroes	mosquito	mosquitoes
potato	potatoes	volcano	volcanoes	buffalo	buffaloes

There are, however, exceptions.

canto	cantos	alto	altos	solo	solos
piano	pianos	banjo	banjos	dynamo	dynamos

Nouns ending in *o* preceded by a vowel regularly form their plural by adding *s*.

cameo	cameos	vireo	vireos	radio	radios

3. Common nouns ending in *y* preceded by a consonant form their plural by changing *y* to *i* and adding *es*.

army	armies	story	stories	fly	flies
ally	allies	country	countries	pony	ponies

If the final *y* is preceded, however, by a vowel, the plural is formed by adding *s*.

tray	trays	boy	boys	monkey	monkeys

4. Many nouns ending in *f* or *fe* change the *f* or *fe* to *v* and add *es*.

leaf	leaves	wolf	wolves	self	selves
life	lives	knife	knives	wife	wives

Some nouns ending in *f* or *fe* form the plural by adding *s*.

chief	chiefs	fief	fiefs	belief	beliefs
fife	fifes	hoof	hoofs	roof	roofs

5. Several nouns form their plural by a change of vowel within the word.

man	men	foot	feet	goose	geese
woman	women	tooth	teeth	fireman	firemen

6. A few nouns form their plural irregularly.

ox oxen child children mouse mice brother brethren

7. Many words adopted from foreign languages have retained their original plural form, and some have acquired an additional English plural.

beau	beaux *or* beaus	datum	data
formula	formulas *or* formulæ	alumnus	alumni

The proper use of foreign and English plural forms of such nouns must be learned from the dictionary and from observation.

8. Some compound nouns add *s* at the end; others pluralize the first word of the compound; and a few pluralize both words.

bookcase	bookcases	bathhouse	bathhouses
son-in-law	sons-in-law	manservant	menservants

NOTE. Words such as *cupful, spoonful, mouthful, handful,* and *armful* add *s* at the end of the word to form the plural.

9. Proper names usually form their plural by adding *s* or *es*.

There are three Marys, two Ruths, and two Silases in our class.

NOTE. The title of two persons having the same name and title is usually pluralized instead of the name. Examples: the Misses Grayson, the Messrs. Stanley. Such informal plurals as *the Miss Graysons* or *the Mr. Stanleys* are permissible in conversation and in intimate social letters.

10. Letters, figures, signs, and words regarded merely as words form their plural by adding *'s*.

a. Mind your *p's* and *q's*.
b. Your *7's* and *9's* look alike.
c. I will not accept any *if's* and *but's*.

11. A few nouns have two plurals, but the meanings are generally different.

brother, brothers (relatives) *or* brethren (members of the same organization);
cloth, cloths (pieces of cloth) *or* clothes (garments).

Exercise 14

Write the plural or plurals of each of the following, applying the rules given above, and using your dictionary whenever you are in doubt as to the correct plural:

a b c	century	Japanese	phenomenon
alley	class	journey	pony
alumna	crisis	kindness	Portuguese
alumnus	dairyman	lady	rush
analysis	daisy	lasso	shelf
and	editor-in-chief	match	soliloquy
banjo	elf	Mr. Wright	solo
beef	fireman	Miss Riley	stepsister
bill of fare	forget-me-not	moose	stratum
boathouse	gas	Murphy	strife
brother-in-law	genius	passer-by	swarm
buffalo	Harvey	pathway	tableau
calf	index	penny	wave

23. Ways of Forming the Genitive, or Possessive, Case of Nouns

The genitive, or possessive, case of nouns is formed in the following ways:

1. Singular nouns. The possessive case singular of most nouns is formed by adding *'s*.

the man's hat	Miss Knox's parrot	Dickens's characters
the bear's den	Robert Burns's poems	John Burroughs's friends
James's sister	Frances's mother	Constance's new hat

2. Plural nouns. If the plural of a noun ends in *s*, the possessive plural is formed by placing an apostrophe after the *s*.

the teachers' room	the foxes' den
the birds' nests	their beaus' names

If the plural of a noun does not end in *s*, the possessive plural is formed by adding *'s*.

men's shoes	women's hats	the children's toys

3. Joint or separate possession. If two or more nouns are used to indicate joint, or common, possession of the same person or thing, the possessive sign is used with the last noun only.

Ross and Harding's store — Fred and Rex's radio
Helen and Charles's father — Anne and Frances's mother

If two or more nouns are used to indicate separate possession of different persons or things, the possessive sign is used with each noun.

Grace's and James's books
Scott's, Dickens's, and George Eliot's novels

4. Compound nouns and phrases. The possessive case of compound nouns and of phrases is formed by adding the proper possessive sign to the last word only.

my stepsister's dress — three days' absence
the editor-in-chief's desk — somebody else's book

Caution. *In general the genitive, or possessive, case should be limited to nouns denoting persons or animals. An of-phrase should be used for almost all other nouns.*

John's dog, the dog's kennel, a child's toy, but *the leaves of the tree* (not *the tree's leaves*), *the roof of the house* (not *the house's roof*)

There are, however, a few idiomatic exceptions to this rule, such as *a week's vacation, a year's absence, two days' wages, at his wit's end, a stone's throw, a dollar's worth, for pity's sake, the earth's surface, their journey's end.*

Exercise 15

Write the singular genitive, or possessive, case and if possible the plural genitive, or possessive, case of the following nouns and phrases:

Agnes	Chinese	lady	major general
alumnus	deer	grandfather	Mrs. Schwartz
John Halifax	Eskimo	heroine	mother-in-law
Charles	fireman	hostess	Robert Burns
pigeon	Thomas Cox	nobody else	William the Conqueror

the mother of Jean and Frances
the mothers of Philip and Francis
the Atlas Construction Company
the store of Henderson and Curtis

PRONOUNS

24. Kinds of Pronouns

A pronoun is a word that designates a person, place, thing, action, or idea without naming it. It is a word used instead of a noun, to which it refers for its meaning.

1. *He* is the coach.
2. *We* saw *him* yesterday.
3. *I* will trade *you these* for *those.*
4. Bob found *his*, but *I* did not find *mine.*
5. *She* asked *them who* wrote *it.*
6. *This* is the present *that they* gave *me.*
7. *He* asked *us* to give *it* to *him.*

For convenience in studying them, we may classify pronouns as follows:

1. Personal	4. Relative	7. Reflexive
2. Demonstrative	5. Indefinite	8. Intensive
3. Interrogative	6. Possessive	9. Reciprocal

25. Agreement of Pronouns with Their Antecedents

The word to which a pronoun refers is called its antecedent. A pronoun must agree with its antecedent in person, number, and gender, but its case depends upon its use in the group of words in which it stands.

26. Personal Pronouns

A personal pronoun is one that shows by its form whether it denotes (1) the person speaking (first person), (2) the

person, animal, or thing spoken to (second person), or (3) the person, animal, place, or thing spoken of (third person).

The pronouns of the first person are *I*, *me*, *we*, and *us*.

The pronouns of the second person are *thou*, *thee*, *you*, and *ye*.

The pronouns of the third person are *he*, *him*, *she*, *her*, *it*, *they*, and *them*.

The pronouns *thou*, *thee*, and *ye* are older forms denoting the second person and are now found chiefly in the Bible, in some poetry, and in prayers.

Observe that *you*, whether it refers to two or more persons or to only one person, is always plural in form. It requires, therefore, a plural verb.

1. John, you *are* evidently mistaken.
2. Edith, *were* you at home last night?
3. *Have* you *written* your exercise, Helen?

Exercise 16

In the following sentences point out each personal pronoun, and tell whether it denotes the first person, the second person, or the third person. Do not confuse personal pronouns and pronominal (possessive) adjectives that are spelled alike.

1. Have you seen him or her recently?
2. She plays the piano better than I.
3. A misunderstanding arose between them and us.
4. Did you and she speak to him about me?
5. He is much taller than you or I.
6. If you were I, would you accept the offer?
7. She frequently lends her books to us.
8. They sent me a present by her.
9. May I sit between you and him?
10. We found the purse and returned it to her.

27. Special Uses of *It*

In addition to serving as a personal pronoun in the neuter gender, *it* has the following special uses:

1. Indefinite use. Examples: (1) *It* is I. (2) *It* was he (she, you, we, they). (3) *It* was my dog. (4) *It* was Ruth who told me. (5) Was *it* you? (6) Is *it* he? (7) Was *it* they?

2. Impersonal use. Examples: (1) *It* is Christmas. (2) *It* was my tenth birthday. (3) *It* is cool (cold, warm, hot, pleasant). (4) *It* rained (hailed, snowed, lightened, thundered).

3. Expletive use. A sentence often begins with *it* as an introductory subject, allowing the real subject to follow the predicate verb. When thus used, *it* is called an *expletive*. That is, it fills out the sentence as a substitute subject, giving naturalness and smoothness to the expression of the thought, but it is not necessary to the meaning of the sentence.

1. *It* was my intention to come earlier.
2. *It* is unfortunate that the bank failed.

That *it* is an expletive in such sentences as those just given can be easily proved by rearranging each sentence and placing the real subject in its stead.

1. *To come earlier* was my intention.
2. *That the bank failed* is unfortunate.

Exercise 17[1]

In each of the following sentences tell whether *it* is a personal pronoun or whether it is used indefinitely, impersonally, or as an expletive. If *it* serves as an expletive,

[1] For pupils who need additional drill, see Tanner's "Exercises in Correct English" (complete edition), Exercise 32, or Book I, Exercise 28.

rearrange the sentence, placing the real subject (phrase or clause) in its stead.

1. I opened my purse, but there was no money in it.
2. It is certainly a pleasure to see you again.
3. It was my uncle who sent us the tickets to the circus.
4. My baby sister is delighted when it snows.
5. It slowly dawned on him that he had been robbed.
6. It was never learned how he had been killed.
7. If you are looking for your cap, you will find it in the closet.
8. It was ten o'clock when I went to bed last night.
9. It is my opinion that the kidnapers will never be caught.
10. It was a great surprise to everybody that we won the meet.

28. Demonstrative Pronouns

The demonstrative pronouns are *this* (plural *these*) and *that* (plural *those*). A demonstrative pronoun points out, or designates, a particular person, place, or thing.

1. *This* is my mother.
2. *That* is a good novel.
3. Have you seen *these*?
4. I like *those* best of all.

(For the use of *this* and *that*, *these* and *those*, as adjectives see section 61, 2, *a*.)

29. Interrogative Pronouns

The interrogative pronouns are *who*, *whom*, *which*, and *what*. *Who* and *whom* are either masculine or feminine. *Which* and *what* are masculine, feminine, or neuter.

Interrogative pronouns are used in asking direct questions.

1. *Who* told you the story?
2. *Which* is your dog?
3. *What* do you want?
4. *Whom* did you meet?
5. To *whom* shall I apply?
6. For *what* did he ask?

Interrogative pronouns may introduce indirect as well as direct questions.

1. He asked me *who* had written the letter.
2. She wanted to know *whom* I had invited to the party.
3. My friend inquired *what* I was going to do.

Surfboard Tilting

Sentences containing indirect questions are declarative, not interrogative.

30. Relative Pronouns

The relative pronouns are *who, whom, which, that, what,* and *as.*

1. I am the person *who* made the mistake.
2. Dorothy is a girl *whom* all of us admire.
3. He is the boy to *whom* the prize was awarded.
4. Here is my excuse, *which* you may not be able to accept.
5. Take this one, *which* is the better picture of me.
6. This is the last letter *that* I have received.
7. We gave them *what* (*that which*) we had saved.
8. My uncle lent me such books *as* I wanted.
9. Are these the same *as* those [are]?
10. Be sure to take as many clothes *as* you will need.

The relative pronoun *what* means *that which* and has the construction of both words. In sentence 7, above, *what* is the direct object of the main verb *gave* and of the verb phrase *had saved* in its own clause.

Observe that *as*, when used as a relative pronoun, is preceded by *such*, *same*, *as many*, *as much*, and the like (see sentences 8, 9, and 10, above).

The word *but* may be regarded as a relative pronoun when it follows a negative expression and introduces a subordinate clause. As a relative pronoun *but* is equivalent in meaning to *who . . . not* or *that . . . not*.

1. There was no one *but* admired him. (That is: There was no one *who* did *not* admire him.)
2. There was not a day *but* I was homesick. (That is: There was not a day *that* I was *not* homesick.)

The compound relative pronouns, which are formed by adding the endings *-ever* and *-soever* to *who*, *whom*, *which*, and *what*, are *whoever*, *whomever*, *whosoever*, *whomsoever*, *whichever*, *whichsoever*, *whatever*, and *whatsoever*.

The antecedent of a compound relative pronoun is usually implied but not expressed. It denotes an indefinite person, place, or thing.

1. *Whoever* (anyone who) borrows books should return them.
2. *Whatever* (anything that) you want you must pay for.

Compound relative pronouns have a double construction in the sentence.

1. *Whoever* flatters him gets what he wants. (*Whoever* is the subject of both *flatters* and *gets*.)
2. I will give you *whichever* you wish. (*Whichever* is the object of both *give* and *wish*.)

The following usage as to the gender of relative pronouns should be observed:

Who, whom, whoever, whomever, whosoever, and *whomsoever* are either masculine or feminine, and should be used to refer to persons and personified animals or objects.

Which, whichever, and *whichsoever* are either masculine or feminine when used to refer to persons and animals, but neuter when otherwise used.

That, as, and *but* may be masculine, feminine, or neuter.

What, whatever, and *whatsoever* are always neuter.

31. Relative Pronouns and Their Antecedents

The word to which a pronoun refers is called its antecedent. A pronoun must agree with its antecedent in person, number, and gender. Since relative pronouns have the same form, singular and plural, for all three persons, their person, number, and gender have to be determined in each sentence by noting the person, number, and gender of the antecedent.

1. *I, who* am your friend, desire to help you.
2. *You,* Jane, *who* are well, cannot understand my illness.
3. *He who* enjoys his work is usually happy.
4. I wish to repay the *money that* you lent me.

Every relative pronoun has two uses: (1) it connects the clause in which it stands with its antecedent, and (2) it serves in its own clause as a pronoun in the nominative or the accusative case. The case of a relative pronoun must be determined, therefore, by its use in the subordinate clause. *Who* and *whom, whoever* and *whomever, whosoever* and *whomsoever,* demand close attention.

1. There is the man *who* helped me.
2. I am the boy *whom* he helped.
3. Margaret is a girl *who* I think is dependable.
4. Margaret is a girl *whom* I consider dependable.
5. I will call *whoever* may be needed.
6. I will call *whomever* you may need.

Exercise 18[1]

In the following sentences point out all interrogative and relative pronouns. For each relative pronoun indicate the antecedent, if it is expressed.

1. Who has bought the house next door?
2. Marion asked me who had bought the house next door.
3. He who expects to succeed should get a good education.
4. The car that we bought three years ago still runs well.
5. From whom did you originally buy the car?
6. This picture, which my aunt gave me, I prize very highly.
7. Which of these hats do you think is the most stylish?
8. What have you been doing since I last saw you?
9. I will gladly tell you what I know about the property.
10. Are you the boy who rang the fire alarm?
11. You may ask whomever you wish to your birthday party.
12. Is Joyce the girl from whom you borrowed the pen?
13. After showing me the scarfs, she asked me which I preferred.
14. Whatever he undertakes he does well.
15. The friend who is visiting me is a girl whom I met at camp.

32. Indefinite Pronouns

Indefinite pronouns point out persons, places, or things less definitely than do demonstrative pronouns.

The common indefinite pronouns are *another, any, both, each, either, neither, none, one, other, some,* and *such.* Besides these, *all, few, many,* and *several* are sometimes used as indefinite pronouns.

1. *One* may succeed, whereas *another* may fail.
2. *Each* presented his case convincingly.
3. I like *both,* but I cannot afford to buy *either.*
4. If you need *any,* use *some* of these.
5. Though *many* applied, *few* were employed.
6. *All* tried, and *several* were successful.

[1] For pupils who need additional drill, see Tanner's "Exercises in Correct English" (complete edition), Exercise 6, or Book I, Exercise 5.

Exercise 19

Point out all pronouns in the following sentences, and tell which are personal, which are demonstrative, and which are indefinite:

1. We can do this if each of us will do his part.
2. Some like these; others prefer those.
3. I would gladly lend you this if I had another.
4. Do you think either will agree to that?
5. Both tried, but neither succeeded.
6. You may not believe this, but such was my experience.
7. I have read several of these, but not one of them interests me very much.
8. One will tell you this; another will tell you that.
9. Since I do not want either of them, you may have both.
10. I have none of this, nor can I tell you where you might find any.

33. Indefinites as Subjects and Antecedents

The subject substantive and the predicate verb of a sentence should agree in person and in number. A pronoun and its antecedent should agree in person, number, and gender. Special attention should be given to the number of indefinite pronouns and nouns.

The indefinite pronouns *another, each, either, neither, one,* and *other* and the indefinite nouns *anyone, each one, everyone, no one, someone, anybody, everybody, nobody,* and *somebody* are all singular. Each requires, therefore, a singular verb, and the pronoun or the pronominal (possessive) adjective referring to each as an antecedent must be singular.

1. *Each* of them *has prepared his* (not *their*) assignment.
2. *Everyone is expected* to do *his* (not *their*) own work.
3. *Neither* of them *wishes* to give *his* (not *their*) name.
4. If *anyone arrives* late, *he* (not *they*) will be penalized.
5. If *anybody objects,* let *him* (not *them*) speak now.

Both, few, many, and *several* are always plural. As subjects they require plural verbs, and the pronouns or pronominal (possessive) adjectives referring to them must be plural.

1. A *few* of the pupils *were* absent from *their* classes.
2. A great *many* of my friends *have* cars of *their* own.

None, when used as a subject, is usually plural. If the subject is singular, *no one, not one,* or *not any* is preferable to *none,* though *none* is sometimes used as a singular subject.

1. *None* of the men *have paid their fines.*
2. *None* (no pupils) *were* absent from *their* classes.
3. *None* (or *not any*) of the food *was wasted.*

Some and *all* are singular when they denote quantity, but plural when they imply number.

1. *All* (everything) *was destroyed* by the fire. (Quantity)
2. *All* of us *were* glad to see him. (Number)
3. *Some* (a portion) of the fruit *has spoiled.* (Quantity)
4. *Some* (a few, several) of the boys *were* late. (Number)

Such may be either singular or plural, according to its meaning.

1. *Such* (this) *is* my honest opinion in the matter.
2. *Such* (these) *were* the excuses that they gave.

Exercise 20

In the following sentences choose from the pronouns and the pronominal (possessive) adjectives in parentheses the right word, and in each case tell why the pronoun or adjective chosen is correct:

1. Everyone wanted (his, their) money at once.
2. As each entered the hall, (they, he) became silent.
3. If you meet anybody, say nothing to (them, him).
4. Not one of the boys would admit that it was (his, their) fault.

5. If anybody wishes to leave, (they, he) may do so now.
6. When anyone is speaking, do not interrupt (him, them).
7. Neither expected to have (their, his) request granted.
8. Somebody told us that (he, they) saw her in New York.
9. If someone calls for me, ask (them, him) to wait.
10. Everybody should form (his, their) own opinions.
11. Let everyone help (themselves, himself) to the food.
12. Very few of the boys had obtained (his, their) parents' permission to play on the team.
13. Each of the workers thought (himself, themselves) entitled to higher wages.
14. Everybody should have proper respect for (himself, themselves).
15. Will somebody please share (their, her) lunch with Grace?

Exercise 21

Write each of the following sentences, supplying in the blank the correct pronoun or pronominal (possessive) adjective. Draw one line under each pronoun supplied and two lines under each adjective supplied.

1. Each one must prepare —— own assignment.
2. Both the boys resemble —— father.
3. Everyone should be careful of —— manners.
4. Neither of the girls will help —— mother.
5. It was not necessary for anyone to apologize for —— appearance.
6. The hostess told everybody to do as —— liked.
7. Nobody had solved all —— problems.
8. If each of us will do —— part, we can win the banner.
9. No one should manicure —— nails in public.
10. Everybody deposited —— money in the school bank.
11. Each of the pupils said that —— had paid —— dues.
12. Whenever a person helped her, she always thanked ——.
13. Neither of the girls would admit that —— was to blame.
14. Each one handed in —— examination paper when —— had finished it.
15. Many had already bought —— tickets for the play.

34. Possessive Pronouns

The possessive pronouns are *mine, ours, thine, yours, his, hers, theirs, whose, whosever,* and *whosesoever.* Like possessive nouns, they denote ownership, or possession.

1. *Mine* is not like *yours.*
2. *Hers* is better than *his.*
3. We traded *ours* for *theirs.*
4. *Whose* shall we accept?
5. Did you find *yours* and *mine*?
6. Take *whosever* you prefer.

Mine, thine, his, whose, whosever, and *whosesoever* are used as both pronouns and adjectives.

1. *His* won the first prize. (Possessive pronoun)
2. *His* story won the first prize. (Possessive adjective)
3. *Whose* was chosen? (Possessive pronoun)
4. *Whose* picture was chosen? (Possessive adjective)

My, our, thy, your, her, its, and *their* are not possessive pronouns but possessive adjectives, since they are always used to modify a noun or a pronoun.

(For the treatment of possessive adjectives see section 61, 2, *e.*)

35. Reflexive Pronouns

The reflexive pronouns are *myself, thyself, yourself, himself, herself, itself, ourselves, yourselves,* and *themselves.* A reflexive pronoun is used as an object, and it denotes the same person or thing as the subject.

1. I struck *myself.*
2. She deceives *herself.*
3. The kitten hurt *itself.*
4. We gave *ourselves* a present.
5. They laugh at *themselves.*
6. Make *yourselves* comfortable.

36. Intensive Pronouns

The intensive pronouns are the same in form as the reflexive pronouns. An intensive pronoun is used to emphasize a noun or another pronoun.

1. I *myself* saw him.
2. You *yourself* must decide.
3. Tom *himself* told me.
4. The play *itself* was enjoyable.
5. Jane made the dress *herself.*
6. They *themselves* are to blame.

Sometimes an intensive pronoun is used alone as a predicate nominative.

1. I am not *myself* today.
2. You should always be *yourself*.
3. He seems *himself* again.
4. She was *herself* on all occasions.

Caution. *The pronouns* ***myself, yourself, himself, herself, ourselves, yourselves, themselves,*** *should not be used for the simple personal pronouns* ***I, me, you, he, him, she, her, we, us, them.***

1. Vera and *I* (not *myself*) are classmates.
2. They gave presents to John and *me* (not *myself*).
3. The party included the Grants and *us* (not *ourselves*).

Exercise 22

In each of the following sentences tell whether the pronoun ending in *-self* or *-selves* is used reflexively, intensively, or as a predicate nominative:

1. We ourselves will accompany you.
2. While you are here, Agnes, be yourself.
3. Because of that one act he thinks himself a hero.
4. You yourself have very little reason to complain.
5. The cat was puzzled when she saw herself in the mirror.
6. It may be several weeks before he is himself again.
7. Most children easily forget themselves in playing.
8. You yourselves knew that you were violating the law.
9. I will make all arrangements for the party myself.
10. The bird stunned itself when it struck the windowpane.

37. Reciprocal Pronouns

The reciprocal pronouns are the phrases *each other* and *one another*. They are so called because they denote interchange, or reciprocity, of actions or feelings. *Each other* properly refers to two persons, and *one another* to more than two.

1. My chum and I often visit *each other*.
2. Fred and Charles like *each other* very much.
3. All the boys in camp enjoy helping *one another*.

CASE USES OF NOUNS AND PRONOUNS

38. The Four Cases of Nouns and Pronouns

The form or the use of a noun or a pronoun that shows its relation to other words in a sentence is called *case*. In English there are four cases: (1) nominative, (2) accusative, or objective, (3) dative, or objective, and (4) genitive, or possessive.

39. Uses of Nouns and Pronouns in the Nominative Case

The nominative case of nouns and pronouns is required in the following constructions:

1. Subject of a finite verb. Examples: (1) Our *guests* have arrived. (2) *They* are our friends. (3) *Who* attended the party? (4) *Henry* was the only boy *who* came alone. (5) *Mine* is old, but *yours* is new. (6) *Theirs* are better than *ours* [are good].

2. Predicate nominative. Examples: (1) John is my *brother*. (2) She became a *nurse*. (3) That is *she*, and this is *I*. (4) Is that *you*? (5) These are *they*. (6) This is *mine*, and that is *yours*.

NOTE. A noun or a pronoun that completes the meaning of the predicate verb and denotes the same person, place, or thing as the subject substantive is called a predicate nominative (see sections 43, 1, and 47).

3. Nominative of address. Examples: (1) *Father*, may I go with you? (2) Here, *you boys*, where are you going?

4. Nominative absolute. Examples: (1) The *train* being late, we waited. (2) *They* having gone, we followed. (3) *She* being my chum, I was surprised at her conduct. (4) *Mine* being lost, I borrowed his (pen). (5) Our house is the older, *theirs* having been built only ten years ago. (6) The *driver* having been arrested for the same offense once before, his license was revoked.

40. Uses of Nouns and Pronouns in the Accusative Case

The accusative, or objective, case of nouns and pronouns is required in the following constructions:

1. Direct object of a verb. Examples: (1) The pitcher threw the *ball.* (2) She made a *dress.* (3) The guard rescued *them.* (4) *Whom* did you meet? (5) I took *mine,* but left *his.* (6) They sold *theirs,* but we kept *ours.* (7) That experience taught him a *lesson.*

NOTE. A noun or a pronoun that denotes the receiver of an action or the product of an action expressed by the verb is called a *direct object.* Observe that in sentences 5 and 6, above, the possessive pronouns *mine, his, theirs, ours,* are direct objects.

2. Secondary object. Example: The teacher asked Fred several *questions.*

NOTE. The verb *ask* may take two objects. The first object, denoting a person, is the direct object; the second, denoting a thing, is called the *secondary object.*

3. Retained object after a passive verb. Examples: (1) He was asked several *questions* by the teacher. (2) He was taught a *lesson* by that experience.

NOTE. When the predicate verb used transitively in a sentence is changed to the passive voice, if the object remains in the predicate, it is called a *retained object.*

4. Adjunct accusative, or predicate objective. Examples: (1) She makes her work *play.* (2) Mother named me *Catherine.* (3) We called her *Aunt Mary.* (4) They elected John *president.* (5) We chose him *captain.* (6) The teacher appointed Helen *monitor.*

NOTE. The verbs *make, name, call, elect, choose,* and *appoint* may take two objects denoting the same person or thing. The first is a direct object, and the second is called an *adjunct accusative,* or *predicate objective.* An adjunct accusative usually comes immediately after the direct object and shows who or what the direct object becomes as a result of the action expressed by the verb.

5. Subject of an infinitive. Examples: (1) We expected our *team* to win the game. (2) Do you wish *me* to go? (3) We supposed *him* to be the inspector. (4) I asked *them* to wait for me.

6. Predicate accusative of an infinitive. Examples: (1) We believed him to be a *physician.* (2) Everyone supposed the author to be *me.* (3) *Whom* did you expect me to be? (You expected me to be *whom*?)

NOTE. Observe that when the infinitive *to be* has a subject (in the accusative case), the noun or pronoun following *to be* is also in the accusative case to agree with the subject, as in the sentences above. But when the infinitive *to be* has no subject, the noun or pronoun following it is in the nominative case to agree with the subject of the sentence. Examples: (1) The author was supposed to be *I.* (2) *Who* was I expected to be? (I was expected to be *who*?)

7. Adverbial accusative, or adverbial objective. Examples: (1) We waited *hours* for the train. (2) The fugitives were now *miles* away. (3) I have attended school *nine years.* (4) That car weighs *two tons.* (5) This hat cost *three dollars.*

NOTE. A noun or a noun and its modifier used to denote distance, time, weight, measure, or value and performing the function of an adverb is called an adverbial accusative, or an adverbial objective. An adverbial accusative answers such questions as When? How long? How much? How far?

8. Accusative, or objective, with a preposition. Examples: (1) I lay on the *grass* in the *sunshine.* (2) I went with *her* to the *game.* (3) Have you heard from *them*? (4) To *whom* are you writing? (5) Your glasses are different from *mine.* (6) I cannot read through *yours.*

41. Use of Nouns and Pronouns in the Dative Case

A noun or a pronoun that designates the person or the thing that receives or is to receive what is denoted by the direct object is called the *indirect object.*

1. My chum gave *Fred* her picture.
2. Mother made *Harriet* a dress.
3. He offered *me* a position.
4. She sent *them* an invitation.
5. Father paid *him* his wages.
6. I read *her* the letter.

The most common verbs that may take an indirect object in addition to a direct object are *allow, assign, bequeath, bring, fetch, forgive, give, grant, guarantee, hand, insure, lease, leave, lend, make, offer, owe, pardon, pass, pay, play, pledge, promise, read, refund, remit, restore, return, sell, send, show, sing, spare, teach, tell, throw, toss, win, wish, write, yield.*

42. Uses of Nouns in the Genitive Case

The genitive, or possessive, case of nouns is required in the following constructions:

1. Possessive modifier of a noun. Examples: (1) I drove my *uncle's* car. (2) The *horse's* leg was injured. (Possessive nouns thus used are often considered as adjectives.) (For possessive adjectives see section 61, 2, *e.*)

2. Equivalent of a noun understood. Examples: (1) *Fred's* cost more than *Harry's.* (2) This is *mother's*; that is *father's.* (Possessive nouns joined to the subject by linking verbs, as in sentence 2, may be regarded either as predicate nominatives or as predicate adjectives. See sections 39, 2; 63, 3.)

3. Part of a double possessive. Example: Mrs. Ames was a classmate *of mother's* (one of mother's classmates).

NOTE. The use of both the possessive and *of* to denote possession constitutes an idiomatic double possessive.

4. An essential appositive. Examples: (1) Have you seen my brother *Robert's* medal? (2) Louise is my sister *Barbara's* oldest daughter.

Exercise 23

In the following sentences point out each noun and pronoun, and tell its case and its use in the sentence in which it stands. Do not confuse pronouns and pronominal (possessive) adjectives that are alike in spelling.

1. The lost child was asleep when they found her.
2. She gave her dog an affectionate pat on the head.
3. What have you been doing during my absence?
4. Few of us can see ourselves as others see us.
5. There were several problems that I could not solve.
6. She assigned several of the pupils additional problems.
7. Everybody who attended the play enjoyed it.
8. A quart of milk now costs only fifteen cents.
9. Many enjoy playing more than they enjoy studying.
10. The musician himself wrote the composition that he played.
11. He asked me who had sent it to him.
12. In my disguise no one recognized me.
13. Our club elected Marjorie a delegate to the convention.
14. The attendant asked us what we wanted.
15. The house having been leased, we paid the agent his fee.

43. Case Uses Demanding Special Attention

1. Predicate nominative after a copulative, or linking, verb. A noun or a pronoun following a *finite* copulative verb (such as *be, seem, become, appear, prove, look, remain*) and denoting the same person or thing as the subject substantive is in the *nominative* case, never the accusative, or objective (see section 39, 2).

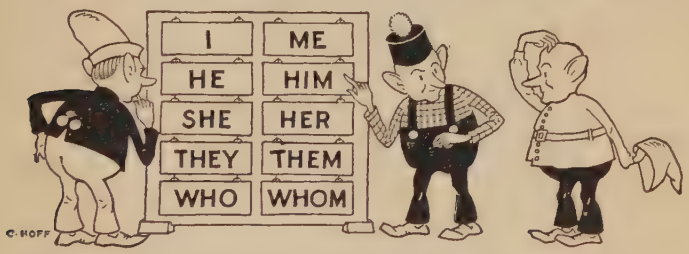
a. She became a *nurse.*
b. This is *I.*
c. That is *she.*
d. Anne is my *sister.*
e. These are *they.*
f. It was *he* and *I.*

2. Predicate accusative or predicate nominative after the infinitive *to be*. If the infinitive *to be* has a subject, the predicate noun or pronoun is in the accusative, or objec-

tive, case. If the infinitive *to be* has no subject, the predicate noun or pronoun is in the nominative case (see section 40, 6).

a. Everyone believed him to be the *author*. (Accusative)
b. In the darkness she thought him to be *me*. (Accusative)
c. He was believed to be the *author*. (Nominative)
d. In the darkness he was thought to be *I*. (Nominative)

3. Case of the noun or pronoun after *than* or *as*. A noun or a pronoun following *than* or *as* is in the nominative or



Do You Have Trouble in Choosing the Right Pronoun?

the accusative, or objective, case, according to its use in the elliptical clause of which it is a part.

a. We like him better than *she* [likes him]. (Nominative)
b. We like him better than [we like] *her*. (Accusative)
c. I gave her as much as *he* [gave her]. (Nominative)
d. I gave her as much as [I gave] *him*. (Accusative)
e. I do not know him so well as *she* [knows him]. (Nominative)
f. I do not know him so well as [I know] *her*. (Accusative)

Exercise 24 [1]

Write the following sentences, using the pronouns that are correct. If, in some instances, either pronoun might be correctly used, write two sentences expressed with suffi-

[1] For pupils who need additional drill, see Tanner's "Exercises in Correct English" (complete edition), Exercise 4, or Book I, Exercise 3.

cient fullness to prove that the pronouns chosen are used correctly.

1. That was (him, he) whom you met in the corridor.
2. Whom do you like better, (he, him) or (me, I)?
3. Their mother loved them better than (him, he).
4. By their voices we knew that it was (they, them).
5. I do not care so much for him as (she, her).
6. Had it been (them, they), no one would have been surprised.
7. I am sure that you are older than either (her, she) or (I, me).
8. No, I think Doris is not so pretty as (her, she).
9. One of them, either (him, he) or (she, her), is to blame.
10. Who told her that the writer of the note was (me, I)?
11. Most of us suspected that the guilty ones were (them, they).
12. No one expected (he, him) and (her, she) to win prizes.
13. Few men know better than (him, he) how to train dogs.
14. Who will the winners be, (they, them) or (us, we)?
15. She was always kinder to me than (he, him).

Exercise 25

In each of the following sentences point out the relative pronoun, indicate its antecedent, give its case, and tell how it is used in its own clause:

1. Everyone who visits the exhibition is given a souvenir.
2. The house that we entered was filled with antique furniture.
3. A friend whom we have not seen for ten years is visiting us.
4. His arms, which were never protected from the sun, were brown and muscular.
5. An ocean liner is a laboratory in which one may study human nature.
6. La Salle made the daring voyage that brought to France a vast empire in the new world.
7. Her only son, to whom she had given every advantage, proved a great disappointment to his mother.
8. The large clock that stands in the hall was brought to this country by my maternal grandfather.

9. The guests for whom the banquet had been prepared were greatly pleased.

10. The scene that we beheld reminded us of dream pictures.

11. My brother earned the money with which he bought his bicycle by mowing lawns in the summer.

12. Hers was such a costume as was worn a generation ago.

13. Yesterday my father received a check from a man whom he had befriended ten years ago.

14. Taxes are portions of private property which a government takes for public purposes.

15. When we pay the tax-collector, who can seize our property if we refuse to pay, we are simply contributing our share toward supporting the government.

Exercise 26

Write the following sentences, supplying in each blank the correct relative pronoun. After each sentence state the antecedent of the relative pronoun, give the case of the relative, and tell its use in its own clause.

1. Everyone —— I met asked me about you.
2. Have you seen the horse —— father gave me?
3. We met a man —— we thought was a detective.
4. We met a man —— we had never seen before.
5. There is the man —— we believed to be a detective.
6. Mother fed the hens, —— were very hungry.
7. We followed closely the directions —— he had given us.
8. She admitted the man, —— she supposed to be the electrician.
9. I asked my mother, ——, I was sure, would know the answer.
10. Howard lent me such clothing —— I needed.

Exercise 27. Extra Credit

In Exercise 18 tell the case and the use of each interrogative pronoun and each relative pronoun.

Exercise 28

In the following sentences point out and classify each pronoun, tell its case, and explain its use in the sentence or clause in which it stands:

1. He and I met them at the station.
2. Each repeated the verse that she had learned.
3. Which of us, do you think, resembles her most?
4. He never found out who had rescued him from drowning.
5. One could never guess what she would do next.
6. At first everyone thought me to be him.
7. She inquired whom we were expecting as guests.
8. Some of those whom we had invited could not come.
9. You may buy with this whatever you wish.
10. If you will give me mine, I will return yours.
11. He is a man who admires himself greatly.
12. Ours being in the repair shop, they lent us theirs.
13. These are what we gave each other as Christmas presents.
14. Neither of them asked me what I myself thought about it.
15. "Are you the salesman who sold me these?" she asked.

Exercise 29

In each of the following sentences use the right pronoun or pronouns, and, wherever it is necessary, fill out the sentence to prove the correctness of your choice. Tell why you chose each pronoun.

A

1. They met Dorothy and (I, me) at the airport.
2. You know you can make fudge just as well as (me, I).
3. If anyone is late, it will be (her, she).
4. Our hostess asked (her, she) and (I, me) to sing.
5. It was (me, I) who saw them first.
6. How did you know it was (they, them)?
7. Mother, please let Francis and (I, me) go with you.
8. Was it (him, he) or (I, me) that you called?
9. The moment he spoke I knew it to be (he, him).

10. If you were (me, I), would you enter the contest?
11. The postman had letters for (her, she) and (me, I).
12. Marion invited Eleanor and (I, me) to visit her.

B

1. Fred could not choose between Vera and (I, me).
2. The girl (who, whom) you saw must have been (her, she).
3. I do not know him so well as (she, her).
4. (Who, Whom) do you like better, (her, she) or (I, me)?
5. That must have been (him, he) who called yesterday.
6. Everyone likes her better than (he, him).
7. My brother refused to wait for (her, she) and (I, me).
8. If I were (her, she), I would resign.
9. Do you know (who, whom) she is entertaining?
10. Have you heard (who, whom) was elected mayor?
11. The boy (who, whom) you saw in the car is my cousin.
12. There is the man (who, whom) we thought was injured.
13. A prize will be given to (whoever, whomever) wins the race.

Exercise 30[1]

In each of the following sentences use the right pronoun or pronominal (possessive) adjective, and tell why you chose each pronoun or adjective:

1. When anyone assisted her, she always paid (them, him).
2. No one should take (themselves, himself) too seriously.
3. Either of them would share (his, their) last cent with you.
4. After everyone else had read (their, his) composition, Anne read hers.
5. Everybody should provide (themselves, himself) with the necessary camp equipment.
6. A person should always be careful of (his, their) reputation.
7. I discovered that somebody had left (their, his) coat in the car.
8. Everybody should conduct (himself, themselves) properly at all times.

[1] For pupils who need additional drill, see Tanner's "Exercises in Correct English" (complete edition), Exercise 5, or Book I, Exercise 4.

9. Anybody should be able to figure that out for (themselves, himself).

10. Everyone should train (himself, themselves) to do some kind of useful work.

CUMULATIVE EXERCISE

A. In the following sentences point out the complete subjects and the complete predicates, and tell what kind of sentence each is:

1. Our janitor was once an acrobat in a circus.
2. Bob showed Gladys the trick that Arthur had taught him.
3. The principal asked Howard to come to his office.
4. At the last meeting did the class elect Walter president?
5. Our guest was a friend of my father's during the war.
6. How mother scolded us when we returned!
7. Can you be ready to leave by nine o'clock?
8. The author who wrote the story had been a prisoner in Siberia.
9. After he had worked years, the inventor finally completed a model of the machine.
10. The house that was supposed to be haunted burned down last night.

B. In the following sentences choose from the pronouns and pronominal (possessive) adjectives in parentheses the right word:

1. Please let me sit between mother and (she, her).
2. If John is in this picture, that must be (he, him).
3. No one should allow (himself, themselves) to be deceived.
4. It was (he, him) who deserved all the blame.
5. Which of them would you take, (he, him) or (she, her), if you were (I, me)?
6. Let everyone who wants a ticket raise (his, their) hand.
7. (Who, Whom) did Jane invite to her birthday party?
8. I thought Joe was the boy (who, whom) we were waiting for.
9. Each of us must bring (his, our) own blankets.
10. If it had been (he, him) (who, whom) the officer arrested, I should not have been surprised.

Achievement Test 1

Write the following sentences, supplying in each blank that one of the following pronouns that makes sense and that is in the proper case: *I, me, we, us, he, she, him, her, they, them, who, whom.*

SCORE: 5 points for each sentence

1. Is that —— in the car?
2. We knew that it was ——.
3. In the boat were Bob and ——.
4. I told you that it was ——.
5. We thought you to be ——.
6. —— did you think I was?
7. Did you think that I was ——?
8. Can you guess —— I am?
9. Please tell us —— you are.
10. Is it —— whom you blame?
11. Did you think him to be ——?
12. Do you suppose that was ——?
13. It may have been ——.
14. If not, —— could it be?
15. Neither believed it was ——.
16. Is that for Jane and ——?
17. Could the lucky one be ——?
18. Are the fortunate ones ——?
19. —— has she invited?
20. —— can that boy be?

Achievement Test 2

Write the following sentences, using the correct pronoun or pronouns. If you have mastered the information given in this chapter, you should be able to make a perfect score.

SCORE: 5 points for each pronoun

1. It was (me, I) who wrote the note.
2. (Whom, Who) do you wish to see?
3. Was it (I, me) (who, whom) you wished to see?

4. Everyone said that the dog was (his, theirs).

5. Did you lose your gloves? Are these (them, they)?

6. I make better grades than (her, she), but she is more popular than (I, me).

7. Oh, hello, Catherine! Yes, this is (me, I).

8. If I were (him, he), I would consult a physician.

9. Father would not permit Bob and (I, me) to drive the car.

10. Everybody was told that (they, he) would be notified.

11. To Madge and (I, me) she always sent birthday presents.

12. (Him, He) and Tom were not invited to Hazel's party.

13. He is older than (me, I), but I am stronger than (he, him).

14. (Who, Whom) do you think will be elected governor?

15. It was (us, we), not (they, them), (who, whom) the officer blamed for the accident.

CHAPTER III

Verbs

Test Exercise I

Copy each of the following sentences, and draw one line under each verb or verb phrase. After each sentence state whether the word printed in italics is used as an object of the verb or as a predicate nominative.

SCORE: 5 points for each verb and italicized word

1. Last summer my brothers built a *boat*.
2. Our class will elect *officers* next Friday.
3. An uncle of mine was once a *member* of Congress.
4. At the time of the accident father was driving the *car*.
5. After graduating from high school, Julia became a *stenographer* in her uncle's office.
6. Who will inherit the *estate* at his death?
7. *What* did the officer say to the driver?
8. The principal speaker at the banquet had been an *explorer*.
9. After a long rest my mother seemed *herself* again.
10. What *books* have you been reading recently?

Test Exercise II

In the following exercise write a correct version of each sentence in which the predicate verb does not agree with the subject substantive. If you find a sentence in which they agree, merely write the number of the sentence on your paper and leave the space blank.

SCORE: 10 points for each sentence

1. Neither of the flyers have been found.
2. Only Harriet and her mother was at home.
3. Sometimes she don't recognize her friends.
4. Measles makes some children very ill.
5. All of us was ready to leave at nine o'clock.
6. What was you going to say about that picture?
7. Several strata of rocks was visible in the cliff.
8. It don't make any difference to me where we go.
9. Walter, is either of these sweaters yours?
10. In the car there was three boys and four girls.

44. Verb Defined

A verb is a word or a group of words that asserts action, state, or condition.

1. We *helped* them.
2. The wind *blows*.
3. The belief still *exists*.
4. They *remained* silent.
5. You *have succeeded*.
6. She *is reading* a novel.

45. Verbs Used Transitively

When a verb takes an object, it is said to be used transitively. By an object is meant a noun (or a group of words used as a noun) or a pronoun that denotes the receiver of the action or the product of the action expressed by the verb.

1. The car *struck* a tree.
2. She *painted* a picture.
3. He *returned* my book.
4. I *have written* a letter.
5. She *is studying* music.
6. Fred *was driving* the car.

46. Verbs Used Intransitively

When a verb does not take an object, it is said to be used intransitively.

1. The sun *rose*.
2. The dog *growled*.
3. They *have come*.
4. Who *is speaking*?
5. Where *were* you?
6. When *did* he *go*?

Many verbs may be used either transitively or intransitively, but usually with different meanings.

Used Transitively	Used Intransitively
1. He *broke* his arm.	1. A shout *broke* from the crowd.
2. We *left* a note.	2. We *left* early.
3. She *plays* the violin.	3. The child *plays*.

Verbs used intransitively, as in the examples given above, are often called *complete verbs*.

47. Copulative, or Linking, Verbs

A verb that is used intransitively but that connects, or links, with its subject a noun or a pronoun denoting the same person or thing as the subject, or that links the subject with an adjective that modifies it, is called a *copulative, or linking, verb*.

A noun or a pronoun that completes the meaning of the verb and denotes the same person or thing as the subject is in the nominative case and is called a *predicate nominative* (see section 39, 2).

An adjective that completes the meaning of the verb and modifies the subject is called a *predicate adjective* (see section 63, 3).

Predicate Nominative	Predicate Adjective
1. Eunice *is* my *cousin*.	1. Marion *is happy*.
2. Fred *became* a *salesman*.	2. Mother *became uneasy*.
3. John *remained* a *sailor*.	3. His friends *remained loyal*.

The following are the verbs most commonly used as copulative, or linking, verbs: *be* (*am, is, are, was, were, has been, will be*, etc.), *seem, appear, become, prove, look, feel, smell, taste, sound, turn*, and *remain*.

Caution. *Remember that a noun or a pronoun that is joined to the subject of a sentence by a copulative, or linking, verb must be in the* **nominative** *case, to agree with the subject.*

1. This is *I*.	3. I am *she*.	5. *Who* are they?
2. That is *he*.	4. These are *they*.	6. *Who* was that?

48. Auxiliary Verbs

In the formation of a verb phrase the main verb requires the help of one or more other verbs, called *auxiliaries*. The auxiliary verbs are *be, am, is, are, was, were, have, has, had, have been, has been, had been, do, does, did, may, might, can, could, shall, should, will,* and *would.*

1. I *am* listening.
2. He *has* arrived.
3. You *may* proceed.
4. Where *do* they live?
5. *Has* he too *been* notified?
6. We *could* easily *have* won.

Between the words of a verb phrase another word or even a group of words may be placed, as in sentences 4, 5, and 6, above.

Exercise 31

In each of the following sentences point out the verb or verb phrase, and tell whether it is used (1) transitively, (2) intransitively as a complete verb, or (3) intransitively as a linking verb. Indicate the object or objects of each verb used transitively and the predicate nominative or the predicate adjective joined to the subject by each linking verb. Name the auxiliary or the auxiliaries in each verb phrase.

1. She hurriedly wrote the exercise.
2. My friends have given me many books.
3. Edward's father was formerly a surgeon.
4. The band of pioneers traveled hopefully onward.
5. Margaret's classmates elected her secretary.
6. Our friends had left before we arrived at the camp.
7. The search for the buried treasure had proved futile.
8. The car seemed a great bargain at the low price.
9. I had never before ridden in an airplane.
10. My parents have promised me a trip next summer.
11. The discovery of oil on his property made our neighbor a wealthy man.
12. Upon hearing the story, mother appeared skeptical.

13. Have you solved the last problem in our assignment?
14. What will you give me for this radio set?
15. For the past ten years we have lived here.

Exercise 32

Write, according to the directions given below, the following groups of sentences:

1. Three sentences containing verbs used transitively. (Draw one line under the object or objects in each sentence.)

2. Two sentences containing verbs used intransitively as complete verbs.

3. Three sentences containing copulative, or linking, verbs joining a predicate nominative with the subject. (Draw one line under each predicate nominative.)

4. Two sentences containing copulative, or linking, verbs joining a predicate adjective with the subject. (Draw one line under each predicate adjective.)

49. Regular and Irregular Verbs

According to the manner in which they form their past tense and past participle, verbs are said to be regular or irregular.

A verb that forms its past tense and past participle by adding to the present *ed*, *d*, or *t* is called a *regular* verb.

help	helped	helped	turn	turned	turned
work	worked	worked	love	loved	loved
		burn burnt burnt			

A verb that forms its past tense and past participle in any other way is called an *irregular* verb.

do	did	done	ring	rang	rung
see	saw	seen	eat	ate	eaten
set	set	set	take	took	taken
sit	sat	sat	lie	lay	lain
go	went	gone	come	came	come
get	got	got	begin	began	begun

Exercise 33

Make a list of five regular verbs and five irregular verbs, not including any of those given in sections 48 and 49. Use the past tense of each verb correctly in an oral or a written sentence.

Learning the Principal Parts of Difficult Verbs

50. Principal Parts of Verbs

The principal parts of a verb are (1) the first person singular of the present tense indicative, (2) the first person singular of the past tense indicative, and (3) the past participle. From these three forms are derived, with the aid of the proper auxiliaries, all the other modal forms of the verb.

In Appendix A will be found the principal parts of verbs, mostly irregular, that present certain difficulties in use. These should be thoroughly mastered.

Exercise 34 [1]

Most of the errors that you make in the use of verbs result from either a misunderstanding of the principal parts or a confusion of the past tense indicative and the past participle. The best way to master the principal

[1] For pupils who need additional drill, see Tanner's "Exercises in Correct English" (complete edition), Exercises 14 and 15, or Book I, Exercises 12 and 13.

parts and avoid making errors is to use each verb in three simple sentences, as illustrated below.

MODELS

1. He *catches* the ball. (Present tense)
2. He *caught* the ball. (Past tense)
3. He *has caught* the ball. (Present perfect tense)

1. The sun *rises*. (Present tense)
2. The sun *rose*. (Past tense)
3. The sun *has risen*. (Present perfect tense)

Make a list of ten verbs in Appendix A that you find difficult. Then write three sentences, like those above, in which you use the correct form of each verb listed.

In your notebook make a list of those verbs in Appendix A that give you trouble. Add to your list any other verbs that you have found difficult. For each verb in your list write simple sentences in which you use the present tense indicative, the past tense indicative, and the present perfect tense indicative with *third* person subjects.

51. Agreement of a Predicate Verb with Its Subject

1. A predicate verb must agree in person and in number with its subject, *not* with its predicate nominative.

a. We *are* the class in commercial geography.
b. His breakfast *was* cereal, fruit, and milk.

2. A compound subject joined by *and* usually requires a plural verb.

a. A magazine and a newspaper *were lying* on the table.
b. Marjorie and the twins *have* the same birthday.

When the parts of a compound subject joined by *and* denote the same person or thing or together represent a single unit or idea, a singular verb is required.

a. The secretary and treasurer of the class *is* a girl.
b. Cereal and cream *constitutes* my usual breakfast.

3. Two subjects joined by *or* or *nor* require a singular verb if each subject is singular.

a. Either he or she *has made* a mistake.
b. Neither my watch nor my clock *is running.*

When such subjects differ in person or in number, the verb should agree with the nearer subject.

a. Neither the girls nor Louis *speaks* English.
Better: The girls do not speak English, and neither does Louis.
b. Does Louise or I resemble grandmother more?
Better: Does Louise resemble grandmother more than I do?

4. Such nouns as *news, measles, mumps, mathematics, civics, physics,* and *economics,* though plural in form, are singular in meaning, and when used as subjects take a singular verb.

a. Mathematics *is* my most difficult subject.
b. Measles *has made* Catherine's eyes weak.

Such nouns as *athletics, politics, means, statistics,* and *tactics* are singular or plural, according to their meaning.

a. Politics (collectively) *constitutes* the chief interest of many persons.
b. Their politics (political beliefs) *were* the subject of several animated discussions.

Such nouns as *clothes, proceeds, scissors, tongs, tweezers, contents, links, wages, trousers,* and *thanks* are regularly plural.

5. Collective nouns, such as *audience, class, committee, company, family, jury, team, school, flock,* and *herd,* are singular when they denote a collection regarded as a *unit,* but plural when they imply individual persons, animals, or things included in the collection.

a. The family *is spending* the winter in the South.
b. The family (members of the family) *are* now *living* in several different states.

6. Nouns denoting quantity or amount, such as *part, portion, number, half,* and *plenty,* may take either a singular or a plural verb, according to their meaning.

a. The number of absences *has decreased* this week.
b. A number of (several) accidents *have occurred* recently.
c. Half of the money *has been invested* in securities.
d. Half of the jury *were* women.

7. Such indefinite words as *each, every, another, one, either, neither, anyone, everyone, each one, someone, no one, anybody, somebody, everybody,* and *a person* are singular and require a singular verb. As antecedents they likewise require singular pronouns and pronominal (possessive) adjectives (see section 33).

a. Each of you *has earned his* promotion.
b. Has everyone *finished his* assignment?
c. If anybody *is* selfish, *he* will have few friends.

All, none, some, and *such* may take either a singular or a plural verb, according to their meaning (see section 33).

a. All *has been explained.*
b. All *were* much interested.
c. None of the money *was lost.*
d. None *were* absent.
e. Some of the soil *is* poor.
f. Some *have paid* their dues.

8. A word or a group of words introduced by such connectives as *of, with, besides, in addition to, along with, together with, in company with, accompanied by, as well as, including, no less than,* and separating the subject from the predicate verb, does not affect the number of the subject.

a. Each of my three sisters *is* a college graduate.
b. Captain Sanford, with all his crew, *has been rescued.*
c. I, no less than they, *am* to blame for the misunderstanding.

9. The person and number of a verb having a relative pronoun as its subject must be the same as the person and number of the antecedent of the relative pronoun.

a. I, who *am* your mother, deserve more respect.
b. She is one of the best teachers who *have* ever *taught* in our high school.

10. *Don't* (the contraction of *do not*) is plural. Avoid, therefore, using it with a subject in the third person singular. Always use *doesn't.*

a. She doesn't (*not* don't) see us.
b. It doesn't (*not* don't) seem right to desert him.
c. Doesn't (*not* don't) she play the piano well?
d. Doesn't (*not* don't) that food smell delicious?

11. *Was* and *wasn't* should never be used with a second-person subject. Always use *were* and *weren't.*

a. You were (*not* was) right in your estimate of the cost.
b. Weren't (*not* wasn't) you glad to see your friends?

12. *There is* (*was, has been*) should be used when the subject that follows is singular; *There are* (*were, have been*), when the subject is plural.

a. There is (*or* was) no *light* in the house.
b. There are (*or* were) twelve *eggs* in the box.

Exercise 35 [1]

Give a correct version of each of the following sentences, using the person and number form of the verb that is required. Tell why the form chosen is correct.

A

1. Everybody (was, were) invited to the reception.
2. Your answer to that question (don't, doesn't) convince us.
3. Neither Robert nor his brother (have, has) returned.

[1] For pupils who need additional drill, see Tanner's "Exercises in Correct English" (complete edition), Exercises 9 and 10, or Book I, Exercises 8 and 9.

4. Plenty of food (has, have) been provided for the guests.
5. (Have, Has) either of you seen my sweater?
6. He was one of the last persons who (was, were) chosen.
7. There (is, are) twenty-five pupils in this room.
8. When (was, were) you told that you (were, was) the winner?
9. Hunger, in addition to exposure, (have, has) weakened him.
10. A large number of titles (has, have) been submitted.
11. Measles (have, has) kept many pupils out of school recently.
12. Five years (seem, seems) a long time to a prisoner.
13. The cause of many failures (are, is) poor preparation.
14. Will you not help me, who (are, am) your best friend?
15. (Wasn't, Weren't) you afraid to stay in the house alone?

B

1. The end and aim of her existence (is, are) to be popular.
2. My sister, with her two guests, (have, has) arrived.
3. The number of correct answers (were, was) small.
4. Either Fred or James (have, has) told a lie.
5. The jury (have, has) been deliberating for two hours.
6. "Tales of a Wayside Inn" (was, were) written by Longfellow.
7. Every one of you (has, have) my best wishes for success.
8. The Indian's bow and arrow (was, were) his chief weapon.
9. Half of the pupils in my English class (is, are) girls.
10. That kind of berries (is, are) usually sour.
11. (Don't, Doesn't) he know you (were, was) absent yesterday?
12. An old friend and neighbor of ours (is, are) visiting us.
13. A number of persons (has, have) been asking for you.
14. The cat, together with her three kittens, (was, were) missing.
15. What (was, were) you doing when I telephoned to you?

C

1. The number of applicants for the job (were, was) large.
2. She is one of those persons who (is, are) always happy.
3. My brother, with his two cousins, (has, have) gone skating.
4. There (go, goes) my sister and her two chums.
5. The most valuable of all my possessions (are, is) this ring.

6. (Weren't, Wasn't) you a friend of my brother's at college?
7. Seventy-five dollars (are, is) the price of this coat.
8. There (has been, have been) several applicants for this job
9. A block and tackle (are, is) a machine.
10. Some of the audience (has, have) already left the hall.

Exercise 36

Write the fifteen sentences indicated below:

1. Three declarative sentences in which you use *don't* and *doesn't* correctly.
2. Three interrogative sentences in which you use *don't* and *doesn't* correctly.
3. Three declarative sentences in which you use *you were.*
4. Three interrogative sentences in which you use *were you.*
5. Three declarative sentences in which you use *There is* (*was, has been*) and *There are* (*were, have been*).

52. Tenses of Verbs

Tense denotes the time of the action or condition expressed by the verb. Distinctions in tense are indicated by inflection and by means of auxiliary verbs in verb phrases.

The *present* tense represents an action that occurs or a condition that exists at the present time.

1. I *see* him. 2. He *is* here.

The *past* tense represents an action that occurred or a condition that existed at some past time.

1. I *saw* him. 2. He *was* here.

The *future* tense represents an action that will occur or a condition that will exist at some future time.

1. I *shall see* him. 2. He *will be* here soon.

(For the rules governing the use of *shall* and *will* see section 59.)

The *present perfect* tense represents an action that is complete or a condition that has already come to pass at the time of speaking or writing.

1. I *have seen* him. 2. He *has been* here already.

The *past perfect* tense represents an action that was completed or a condition that had come to pass at some time in the past.

1. I *had seen* him. 2. He *had been* there already.

The *future perfect* tense represents an action that will be completed or a condition that will have come to pass at some future time.

1. I *shall have seen* him. 2. He *will have been* there already.

Exercise 37

In the model conjugations given in Appendix B study the six tenses of the verbs *be, have, see,* and *help* in the indicative mood, active voice.

53. Active and Passive Voice of Verbs

Voice is that distinction in verbs that shows whether the subject acts or is acted upon. The *active* voice designates the subject as acting. The *passive* voice indicates that the subject is acted upon.

Active Voice	Passive Voice
1. The coach saw him.	1. He was seen by the coach.
2. He threw the ball.	2. The ball was thrown by him.
3. John gave me this book.	3. This book was given me by John.
4. Helen told us a story.	4. A story was told us by Helen.
5. Mother named me Anne.	5. I was named Anne by my mother.

As a rule, for the sake of emphasis and naturalness of expression, the active is preferable to the passive voice.

Exercise 38 [1]

In each of the following sentences tell whether the verb is in the active voice or in the passive voice. Give a reason for your answer.

1. The servant met his master at the door.
2. Two letters were brought to me by the postman.
3. Our friends gave us the key to their summer cottage.
4. The coach calls our team "the Rear Guard."
5. Each guest was assigned his room by the host.
6. Many of our neighbors have recently bought new cars.
7. Marion was elected chairman by the senior class.
8. The obliging nurse wrote a letter for me to my parents.
9. Mr. Haynes and the owner signed the contract.
10. A medal was awarded the brave fireman by the city council.

Exercise 39

Write five original sentences containing verbs in the active voice. Rewrite these sentences, using the same verbs in the passive voice.

54. Moods of Verbs

Mood signifies the manner in which a verb expresses action or state. The mood of a verb is sometimes shown by its form, but more often by its use in the sentence.

There are three moods: (1) the indicative, (2) the imperative, and (3) the subjunctive.

55. Indicative Mood

The indicative mood is used chiefly in statements of fact, in statements regarded as facts, and in questions.

1. I *saw* them.
2. They *have returned.*
3. You *will remain* for an hour after school.

[1] For pupils who need additional drill, see Tanner's "Exercises in Correct English" (complete edition), Exercise 12, or Book I, Exercise 11, Part I.

A Poloist in Action

4. What a night it *was*!
5. Where *are* you?
6. If she *invites* me, I *will go*.
7. Though she *laughs*, she *is* angry.

Exercise 40

In the model conjugations given in Appendix B study the six tenses of the indicative mood of the verbs *be*, *have*, *see*, and *help*.

56. Imperative Mood

The imperative mood is used, in the second person, to express a command, a request, or an entreaty. Unless the subject (*thou*, *ye*, or *you*) is emphatic, it is omitted.

1. (You) *Go* to the principal's office at once.
2. (You) *Read* us a story.
3. (You) *Pay* closer attention.
4. You *tell* him yourself (subject expressed for emphasis).

Exercise 41

In the model conjugations given in Appendix B study the imperative mood of the verbs *be*, *have*, *see*, and *help*.

57. Subjunctive Mood

The subjunctive mood is used to indicate that the action or state expressed by the verb is thought of as something possible or desired, but not as a fact. The principal specific uses of the subjunctive include the following:

1. To express a wish. Examples: (1) God *bless* you. (2) Success (*be*) to you. (3) Heaven *help* him.

2. To express a condition contrary to fact. Examples: (1) If I *were* you (but I am not), I would study harder. (2) If you *had told* us (but you did not), we might have helped you. (3) If he *had* not *smiled* (but he did smile), I should have believed his story.

3. To express concession. Examples: (1) Though she *abuse* me, I will not retaliate. (2) *Do* what he may, I will never forgive him.

When the concession is stated as an admitted fact, the indicative, not the subjunctive, is used.

Though he *is* my brother, he does not resemble me.

4. To express a neutral condition. Examples: (1) If she *were* to ask you, what would you say? (2) If that *be* true, how can he keep his appointment?

Very often a simple, or supposed, condition is expressed by the indicative.

If he *doubts* your statement, show him this letter.

5. To express volition or command in the third person. Examples: (1) Everybody *sign* the petition today. (2) I propose that he *be excused*. (3) Someone *bring* him a glass of water.

Exercise 42

In the model conjugations given in Appendix B study the subjunctive mood of the verbs *be*, *have*, *see*, and *help*. How many tenses has the subjunctive?

Exercise 43 [1]

In each of the following sentences point out each predicate verb, tell whether it is in the indicative, the imperative, or the subjunctive mood, and state how it is used:

A

1. One of our neighbors often gives my mother advice.
2. When will the other members of your party arrive?
3. If I were you, I would ask for an adjustment.

[1] For pupils who need additional drill, see Tanner's "Exercises in Correct English" (complete edition), Exercise 13, or Book I, Exercise 11, Parts II and III.

4. If anyone calls, ask him to wait for me.
5. What a terrible accident that was!
6. Everyone report at the gymnasium at eight-thirty.
7. Send these books to the purchaser by prepaid express.
8. Though he smiles, he is never wholly free from pain.
9. If she sees us, she will demand an explanation.
10. If the report be true, you should easily succeed.
11. We hope that this arrangement will be satisfactory.
12. Henry ran as if he were going to a fire.
13. Act well your part before you criticize others.
14. Though he refuse my request, I will present it to him.
15. If it were possible, I would gladly grant your request.

B

1. Ask the postman to forward our mail.
2. Will you ask the postman to forward our mail?
3. Everybody submit his story to the editor before Friday.
4. If this were Saturday, I would accompany you.
5. Mr. Chairman, I move that the meeting be adjourned.
6. She acted as if she had overheard what we had said.
7. Think what you may, I intend to refuse your offer.
8. You will hold this package until the purchaser calls for it.
9. Call Mr. Forbes and tell him not to wait for me.
10. I understand your situation; take more time for the work.
11. Be more courteous, and you will have more friends.
12. If I had not promised to go, I would remain at home.
13. You speak as though you did not believe what I say.
14. I would have come earlier if it had been possible.
15. Someone tell Geraldine what the assignment is.

Exercise 44

Write the following sentences, supplying in each blank the indicative *was* or the subjunctive *were*, as the meaning of the sentence or clause may require:

1. If my father —— here, he would gladly help us.
2. Though I —— not to blame, I regretted the accident.
3. Our new teacher talks as if he —— Solomon.

4. I wish that she —— more thoughtful of others.
5. If that —— his only excuse, he should have been punished.
6. I would not believe such a rumor if I —— you.
7. Even if the car —— mine, I would not risk driving it.
8. If she —— surprised, she did not let us know it.
9. —— I the coach, I would remove Stubbs from the team.
10. If I —— she, I would not take the matter so seriously.

58. Special Types of Verb Phrases

In addition to the common verb phrases already studied, there are three other types to be considered: (1) progressive, (2) emphatic, and (3) potential.

1. *Progressive* verb phrases are those that represent the action expressed by the verb as going on or continuing at a designated time. They are made by placing before the present participle (the form ending in *-ing*) the proper tense of the verb *be*.

a. I am reading.
b. I was reading.
c. I have been reading.
d. She is playing.
e. She was playing.
f. She has been playing.

(For a synopsis of the progressive forms of the verb *help* see Appendix B.)

2. *Emphatic* verb phrases are those that serve to stress, or give additional force to, an assertion. They are made by placing the auxiliary *do* or *did* before the present infinitive without *to*. Emphatic verb phrases are limited to the present tense and the past tense of the indicative mood, active voice.

a. I do study.
b. He does study.
c. I did study.
d. He did study.

Do and *did* in interrogative sentences and in negative statements are not used emphatically.

a. Do you see them?
b. I did not hear you.

3. *Potential* verb phrases are those that express possibility or capability. They are made by placing the auxiliary *may, might, can,* or *could* before the infinitive without *to.*

May and *might* indicate permission, intention, or possibility.

a. You *may go* with us.
b. I *may visit* you this summer.
c. She *might have told* us.

Can and *could* denote ability.

a. I *can drive* a car.
b. Can you *play* tennis?
c. We *could* not *find* our dog.

Sometimes *must* and *ought* are used to express necessity, duty, or obligation.

a. I *must prepare* my assignment.
b. We *must secure* an umpire.
c. I *ought to remain* at home this evening.
d. You *ought to take* more exercise.

Must may be used to express probability.

They *must have lost* their way.

(For the use of *should* and *would* in potential verb phrases see section 59, 7 and 9.)

Exercise 45

In the following sentences point out each verb phrase, and tell whether it is progressive, emphatic, or potential:

1. My sister was writing a letter.
2. You may regret this decision some day.
3. I did remind you of your promise to meet him.
4. May Frank and I have the car this evening?
5. The children were playing in the park.

6. She can speak French and Italian fluently.
7. We must leave camp at seven o'clock tomorrow.
8. You might have asked Margaret to go with you.
9. They had been standing in line for three hours.
10. We could find no suitable place for a camp.

Exercise 46 [1]

Write each of the following sentences, supplying in the blank *may* or *might*, *can* or *could*, as the meaning requires:

1. Ask your mother if you —— go home with me.
2. She says that I —— go with you.
3. —— you tell me where I —— find a garage?
4. He —— speak both French and Spanish.
5. I said that he —— speak both French and Spanish.
6. When —— we hope to see you again?
7. You —— have won the prize if you had studied more.
8. We —— hear every word that both of them said.
9. They —— not return from their trip for several days.
10. She —— write us that she —— not accept the offer.

59. Uses of *Shall* and *Will*, *Should* and *Would*

The following rules for the correct use of *shall* and *will*, *should* and *would*, should be thoroughly learned:

1. In *statements* expressing simple futurity, with no promise or the like on the part of the speaker, use *shall* or *should* in the first person and *will* or *would* in the second and third persons, both singular and plural. Read over carefully and fix in mind the following sentences as illustrations:

Singular	Plural
I *shall* (*should*) enjoy it.	We *shall* (*should*) enjoy it.
You *will* (*would*) enjoy it.	You *will* (*would*) enjoy it.
He *will* (*would*) enjoy it.	They *will* (*would*) enjoy it.

[1] For pupils who need additional drill, see Tanner's "Exercises in Correct English" (complete edition), Exercise 18, or Book I, Exercise 16.

2. In *statements* expressing willingness, determination, resolution, desire, or promise on the part of the speaker, use *will* or *would* in the first person and *shall* or *should* in the second and third persons, both singular and plural. Read over carefully and fix in mind the following sentences as illustrations:

Singular	Plural
I *will* (*would*) help.	We *will* (*would*) help.
You *shall* (*should*) help.	You *shall* (*should*) help.
He *shall* (*should*) help.	They *shall* (*should*) help.

3. If the subject of a *direct question* is in the first person, use *shall* or *should*, except in repeating a question addressed to the speaker.

a. *Shall* I be met at the station? (*Answer:* You *will* be met.)
b. *Shall* we arrive on time? (*Answer:* We *shall* arrive on time.)
c. Will you help us? (*Answer:* Will I help you? Of course I will.)

4. If the subject of a *direct question* is in the second or the third person, use the auxiliary that is anticipated in the answer. (Rules 1 and 2, applying to statements, govern the choice of the auxiliary to be used in the answer.)

a. *Shall* you spend your vacation in the country? (*Answer:* I *shall* ——.)
b. *Will* you read us a story? (*Answer:* I *will* ——.)
c. *Shall* he be punished for his misconduct? (*Answer:* He *shall* ——.)
d. *Should* you be displeased if I went? (*Answer:* I *should* —— *or* I *should* not ——.)
e. *Would* you keep a secret if I told you one? (*Answer:* I *would* ——.)

5. *Will* may be used in the second and third persons to express a request or a courteous command.

a. You *will* report to me what the physician says.
b. All ushers *will* be at the theater at seven-thirty.

6. *Would* is often used to express a wish.

a. *Would* that we had gone with them!
b. *Would* that he had not told us that story!

7. *Would* is frequently employed in all three persons to indicate customary or habitual action.

a. Every day we *would* see him pass our house.
b. Each time you met her, you *would* be told all the gossip.
c. Twice a day the nurse *would* read to me.

8. *Shall* or *should* is used in all three persons in conditional clauses to denote simple futurity.

a. If we *should* hear from them, we will let you know.
b. *Should* you hear from them, please let us know.
c. A boy who *should* do such a thing would be punished.

Will or *would* is used in all three persons in conditional clauses to denote willingness.

a. If we *will* help them, they can finish the work.
b. If you *will* work hard, you may succeed.
c. If they *would* invite me, I might accept their invitation.

9. *Should* is frequently used in all three persons as a synonym for *ought* to express obligation, duty, propriety, or expectation (see *ought* in section 58, 3).

a. I *should* (ought to) prepare my lessons for tomorrow.
b. You *should* (ought to) pay closer attention in class.
c. Our team *should* (ought to) win the game next Saturday.

10. There are certain established uses of *shall* and *will*, *should* and *would*, illustrated in the sentences given below, that should be learned.

a. I *should* like to meet him.
b. I *shall* (*should*) be glad to help you.
c. I *will* (*would*) gladly help you.
d. I *would* rather remain at home this evening.

Exercise 47 [1]

In each of the following sentences tell how *shall* or *will* is used. In those sentences that have *shall* or *will* inclosed in parentheses, explain the change in meaning that results when this auxiliary is used.

1. We shall miss the first act of the play, I fear.
2. Where shall I find Mr. Brackenridge?
3. You will find him in the president's office.
4. Shall (will) you be here when I return? I shall (will).
5. You will (shall) be paid for your services.
6. Only persons having tickets will (shall) be admitted.
7. Sir, you shall never regret this kind deed.
8. Each speaker will be allowed five minutes.
9. The audience will now sing "America."
10. You will come tomorrow promptly at eight o'clock.
11. Shall I be able to see you tomorrow? You will.
12. Shall the two boys be sent home? Yes, they shall.
13. Will (shall) your daughter study French? She will (shall).
14. Who shall I say wishes to see the principal?
15. Everyone will go immediately to his home room.

Exercise 48

Write each of the following sentences, supplying in each blank *shall* or *will* as the meaning of the sentence requires:

A

1. We —— not need our raincoats this morning.
2. You —— have a holiday next Tuesday.
3. I —— drown, for no one —— rescue me.
4. James —— return your book next Monday.
5. You —— now close your books.
6. We —— move into our new home the last of this month.
7. Father and mother —— accompany us to camp.

For pupils who need additional drill, see Tanner's "Exercises in Correct English" (complete edition), Exercise 16, or Book I, Exercise 14.

8. If you —— lend me the money, I —— repay you.
9. I —— be glad to lend you all you need.
10. I —— gladly lend you all you need.

B

1. If you can come to see us, we —— send for you.
2. You —— fail unless you prepare your assignments.
3. You —— some day find that I am telling you the truth.
4. You —— not visit in her home again.
5. Interest on the loan —— be paid semiannually.
6. The audience —— remain seated.
7. When the speaker has finished, you —— be dismissed.
8. The train —— arrive within the next ten minutes.
9. If you —— do the work, you —— be compensated.
10. If you —— tell me the secret, I —— tell no one.
11. You —— receive your grades tomorrow.
12. There —— be no meeting of our club this week.

Exercise 49 [1]

In each of the following questions supply orally either *shall* or *will*, according to the answer that you expect. Give the answer to each question, using *shall* or *will* correctly.

1. —— you attend the reception?
2. —— John deliver this package for me?
3. —— someone please close the door?
4. —— you forgive me if I tell you?
5. —— you please give me a recommendation?
6. —— you give him a recommendation?
7. —— such an insult be ignored?
8. —— you be at home tonight?
9. —— you promise that you —— tell no one?
10. —— the game be postponed on account of the rain?

[1] For pupils who need additional drill, see Tanner's "Exercises in Correct English" (complete edition), Exercise 17, or Book I, Exercise 15.

Exercise 50. Extra Credit

Explain the use of *should* and *would* in the following sentences. For each sentence that is a question give the answer, using *should* or *would* correctly.

1. Should I offer to pay for repairing the car?
2. In the evening we would sing around the camp fire.
3. What would you advise me to do?
4. Should I need your help, I will call on you.
5. Would that we had never set out on such an adventure!
6. I would rather fail than win dishonestly.
7. Should you prefer a single or a double room?
8. Would you serve if you were elected?
9. We feared that the failure would discourage him.
10. If all goes well, we should arrive Monday evening.
11. What answer should I have given them?
12. I will gladly do the work for you.
13. I should be delighted to accept the offer if I could.
14. We should be careful about what we do and say.
15. Kenneth asked me whether I would nominate him.

Exercise 51

In each of the following sentences supply orally *should* or *would*, according to the meaning of the sentence or the answer expected. Explain your choice of the auxiliary.

1. I —— attend the reception if I could.
2. —— this letter be put away in the filing cabinet?
3. We —— be glad to accommodate you if we could.
4. —— that I knew they were safe!
5. Every time that I met him he —— smile knowingly.
6. The patient —— have been taken to the hospital yesterday.
7. If it —— rain, the game —— be played indoors.
8. I —— gladly tell you the answer if I knew it.
9. —— you need anything, call me.
10. —— you be angry if I —— refuse your request?

Exercise 52

Write, according to the directions given below, ten original sentences:

1. Five declarative sentences, using *shall* and *will* to express simple futurity.
2. Five declarative sentences, using *shall* and *will* to express willingness, determination, resolution, desire, or promise.

Exercise 53

Write ten interrogative sentences, using *shall* and *will* with subjects in the second and the third persons. After each question write the answer, using *shall* or *will* correctly.

60. Cautions in the Use of Verbs

1. A predicate verb must agree in person and in number with its subject (see section 51).

a. I am not (*not* aren't) going to the party.
b. Each of my sisters has (*not* have) a new dress.
c. Were (*not* Was) you at the game last Saturday?
d. She doesn't (*not* don't) remember you and me.
e. Doesn't (*not* Don't) he know any better?

2. The present tense of a verb should not be used where the past tense is required.

a. I gave (*not* give) him a dollar for the dog.
b. Our guests came (*not* come) earlier than we had expected them.

3. The past participle of a verb should not be used for the past tense.

a. We saw (*not* seen) you at the game yesterday.
b. The band concert began (*not* begun) at eight o'clock.
c. Fred and I swam (*not* swum) across the lake.

4. The past tense of a verb should not be used for the past participle in forming the perfect tenses.

a. My cousin had gone (*not* had went) with us to the fair.
b. We had written (*not* had wrote) them about the accident.
c. The play had begun (*not* had began) before we arrived.

5. The subjunctive, not the indicative, mood of the verb should be used to express a condition contrary to fact.

a. If I were (*not* was) you, I would remain in school.
b. She would have more friends if she were (*not* was) more generous.
c. If you were (*not* was) in my place, what would you do?

6. The subjunctive, not the indicative, mood of the verb should be used in clauses expressing uncertainty, introduced by *as if* and *as though*.

a. He looks as if he were (*not* was) in trouble.
b. She greeted me as though I were (*not* was) a stranger.

7. The auxiliary verbs *may* and *might*, *can* and *could*, *shall* and *will*, and *should* and *would* should always be accurately used in accord with their meaning and the purpose of the speaker or writer.

May and *might* are correctly used to ask for or grant permission, to denote possibility or intention, and to express a wish.

Can and *could* are properly used to indicate power, ability, or capability.

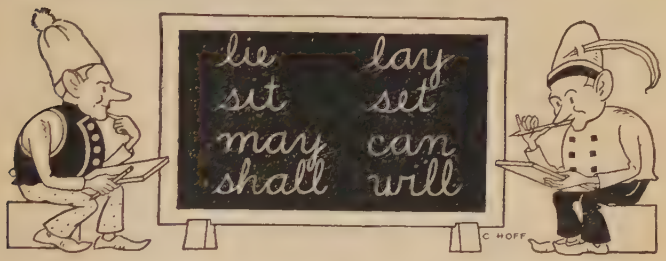
The proper uses of *shall* and *will*, *should* and *would*, are given and illustrated in section 59.

a. May (*not* Can) I be excused from reciting today?
b. Mr. Jordan, might (*not* could) we see you after school?
c. Yes, Tom, you and Joe may (*not* can) have the car tonight.
d. You might (*not* could) succeed in your second attempt.
e. I could (*not* might) do better work if I studied harder.
f. I will (*not* shall) meet you at nine o'clock.

8. Confusion in the use of *lie* and *lay*, *sit* and *set*, and *learn* and *teach* should be avoided by acquiring a clear understanding of what each verb means.

Lie (*lay*, *lain*), always used intransitively, means to recline, to occupy a position, or to be in a state of rest.

a. I *lie* on the couch.
b. The book *lay* on the table.
c. She *has lain* in bed for eight hours.



Do You Have Trouble in Choosing the Right Verb?

Lay (*laid*, *laid*), always used transitively, means to cause a person or a thing to lie, to put to rest, or to place or deposit something in position.

a. I *lay* the book on the desk.
b. Mother *laid* my clothes on the bed.
c. The builders *have laid* the foundation for the house.

Sit (*sat*, *sat*), always used intransitively, means to assume a sitting posture, to occupy a position, or to be in a state of rest.

a. I *sit* at my desk.
b. She *sat* in the front seat of the car.
c. He *has sat* in this chair every day for five years.

Set (*set*, *set*), always used transitively (except in such idiomatic expressions as "The sun sets," "The sun has set," and "The hunters set out early."), means to cause a

person or a thing to sit, to put to rest, or to place or deposit something in position.

a. I *set* the pitcher on the table.
b. Yesterday mother *set* several plants in the garden.
c. The printers *have set* the type for our school paper.

Learn (*learned, learned*) means to acquire information, knowledge, or skill. When used transitively, it takes as an object a substantive denoting a *thing*, never a person or an animal.

a. I *learn* music easily.
b. Gladys *learns* with very little effort.
c. I *have learned* the correct use of *lie* and *lay*.

Teach (*taught, taught*) means to cause a person or an animal to learn. It may take two objects, one (indirect) denoting a person, the other (direct) denoting a thing.

a. She *teaches* our class English.
b. Fred *taught* (not *learned*) me a new game.
c. We *have taught* (not *have learned*) our dog several tricks.

9. The following illiterate verb formations, which are called *vulgarisms*, should be avoided at all times:

ain't	*for*	am not, are not, aren't, is not, *or* isn't, haven't, etc.	creeped	*for*	crept
			dove	*for*	dived
			drawed	*for*	drew
			drownded	*for*	drowned
attackted	*for*	attacked	drug	*for*	dragged
blowed	*for*	blew	enthuse	*for*	be enthusiastic
borned	*for*	born			
boughten	*for*	bought	growed	*for*	grew
brung	*for*	brought	had ought	*for*	ought
bursted	*for*	burst	hadn't ought	*for*	ought not
busted	*for*	burst	hain't	*for*	am not, have not
catched	*for*	caught			
clum	*for*	climbed	helt	*for*	held
could of	*for*	could have	hurted	*for*	hurt

knowed	*for*	knew	'taint	*for*	it is not, it isn't
lended	*for*	lent			
might of	*for*	might have	teached	*for*	taught
must of	*for*	must have	throwed	*for*	threw
seed	*for*	saw	tored	*for*	tore
should of	*for*	should have	'twan't	*for*	it was not, it wasn't
slayed	*for*	slew			
stoled	*for*	stole	wan't	*for*	was not, wasn't
suspicion	*for*	suspect			
swimmed	*for*	swam	would of	*for*	would have

Exercise 54

Write the following sentences, supplying in each blank, in the tense indicated, *lay* or *lie*, according to the meaning of the sentence:

1. Everyone —— (past) the blame on the committee.
2. The invalid —— (present perfect) in bed for ten years.
3. My dog —— (past) before the fire on the rug.
4. We —— (past) all our plans before the principal.
5. Mother —— (past perfect) out my clothes for me.
6. Mother —— (past perfect) down to rest.
7. Now an excellent road —— (past) before us.
8. Saturday morning I —— (future) in bed until nine o'clock.
9. On all sides of my home —— (present) green meadows.
10. The snow —— (present perfect) on the ground for two months.

Exercise 55

Write the following sentences, supplying in each blank, in the tense indicated, *set* or *sit*, according to the meaning of the sentence:

1. I —— (present perfect) in this seat before.
2. After we —— (past perfect) down, she —— (past) before us an excellent meal.
3. Often they —— (future) for hours without speaking.
4. Do you know the boy who —— (present) behind me?

5. She —— (past) up all night, for she —— (past perfect) her mind on solving all the problems.
6. We —— (future) in seats at the back of the theater.
7. The sun —— (past perfect) before they —— (past) out.
8. She —— (past) the room in order before she —— (past) down.
9. Mother —— (present perfect) my bantam hen.
10. She —— (past) the child in his chair, and there he —— (present perfect) ever since.

Exercise 56

Write the following sentences, supplying in each blank, in the tense and voice indicated, *learn* or *teach*, according to the meaning of the sentence:

1. That experience —— (past, active) Carter a lesson.
2. James —— (past, passive) to obey promptly.
3. James —— (present perfect, active) to obey promptly.
4. Louis —— (present perfect, active) us fencing.
5. We —— (present perfect, passive) fencing by Louis.
6. He —— (future, active) you how to improve your posture.
7. My father —— (past, active) me photography.
8. The trainer —— (past perfect, active) the seals many tricks.
9. We —— (present perfect, active) what you —— (past, active) us.
10. I —— (present perfect, passive) English by many teachers, but I —— (present perfect, active) very little.

Exercise 57

Read each of the following sentences, using the verb that you think is correct. Give a reason for your choice.

1. Bob's coat was (laying, lying) on the doorstep.
2. Sunday morning I (lay, laid) in bed until nine o'clock.
3. The showers have (lain, laid) the dust.
4. For years the dust had (lain, laid) undisturbed in the house.
5. Our hens have (lain, laid) all the eggs we have needed.

6. My uncle and aunt were (setting, sitting) in the car.
7. Mother had just (set, sat) down when the telephone rang.
8. The nurse (set, sat) the child in its carriage.
9. Shall we (set, sit) near the front of the auditorium?
10. Where shall I (set, sit) this vase of flowers?

Exercise 58 [1]

Point out, explain, and correct all errors in the form and the use of verbs that you discover in the following sentences. Give a reason for each correction.

A

1. I wish that I was as lucky as you are.
2. The telephone rung just after I had laid down to rest.
3. If you had spoke sooner, we could of helped you.
4. I ask him where his brother and sister had went.
5. Don't it seem good to be back home again?
6. There has been two serious accidents at this corner.
7. Where was you when you heard the news?
8. George, you hadn't ought to take such risks.
9. Are you one of those persons who believes in magic?
10. When I says that, he ask me who told me.
11. Mother, can I invite Joe and Charlie to my party?
12. The cows were laying contentedly in the shade of the trees.
13. He had fell off his horse and had been drug across the lot.
14. When I first seen you, I thought you was the iceman.
15. Have either of you found a blue-and-white sweater?

B

1. I think you was certainly brave not to give up trying.
2. After we had ate our lunch, we sung several school songs.
3. Each of my married sisters have two children.
4. Such a narrow escape as that should learn you to be careful.
5. How I wish that today was Saturday!

[1] For pupils who need additional drill, see Tanner's "Exercises in Correct English" (complete edition), Exercise 19, or Book I, Exercise 17.

6. Before we had drove a mile, the motor begun missing.
7. When shall you have this suit ready for me?
8. Wasn't you a member of the football team last year?
9. Elsie give a scream, and the life guard swum out to help her.
10. Bob and I had been setting in the car waiting for them.
11. They had wrote us that they would come on the early train.
12. Father don't like Sunday excursion trips.
13. Will we be too late if we come at ten o'clock?
14. All of us done all we could to make their visit enjoyable.
15. If I was you, I would not act as if I was disappointed.

CUMULATIVE EXERCISE

A. Copy the sentences given below, and in each blank supply one of the following pronouns that will make the sentence correct: *I, me, we, us, he, she, they, them.*

1. I am ——.
2. It was ——.
3. That is ——.
4. These are ——.
5. Was that ——?
6. Yes, this is ——.
7. Are these ——?
8. Is that ——?
9. That must be ——.
10. It was —— who told me.

B. Copy the following sentences, and supply *who* or *whom* in each blank to make the sentence correct:

1. —— do you think I am?
2. —— do you suppose I met today?
3. —— do you think will be elected president?
4. Are you the girl —— the club elected president?
5. Are you the girl —— was elected president by the club?
6. —— is the man —— you spoke to just now?

C. Rewrite the following sentences, correcting all errors that you find in the use of verbs:

1. My chum don't play on any school team.
2. Can Marion and I study together this period?
3. The play begun promptly at eight o'clock.
4. If I was she, I would not wear green dresses.
5. There was three persons injured in the accident.

6. We will probably have a test in English tomorrow.
7. Each of my parents have a college education.
8. Eleanor, was you at the game last Saturday?
9. Neither Bob nor Joe have been absent this term.
10. Helen is one of my friends who has always been loyal to me.

Achievement Test 1

Write two original sentences to illustrate the correct use of each of the verbs given below. In the first sentence of each pair use the past tense of the verb; in the second sentence use either the present perfect or the past perfect tense.

SCORE: 5 points for each sentence

MODEL

1. I *threw* a stone into the lake.
2. The pitcher *has thrown* the ball.

begin	drag	rise	speak	tear
break	drive	sing	swim	write

Achievement Test 2

Write each of the following sentences, using the correct auxiliary verb:

SCORE: 10 points for each sentence

1. How long (shall, will) your father and mother be away?
2. They (shall, will) be away for about two weeks.
3. We (shall, will) very likely have rain before night.
4. (Can, May) I ask Philip what the assignment in civics is?
5. (Should, Would) you accept his offer, if you were I?
6. If I were you, I (should, would) accept his offer.
7. When (can, may) you begin painting the house?
8. When (shall, will) you begin painting the house?
9. I (shall, will) begin painting it next Monday.
10. When (shall, will) we have the pleasure of seeing you again?

Achievement Test 3

Write the following sentences, correcting all errors in the form and the use of verbs that you discover. If a sentence seems to you to be correct, write the number and leave the line blank.

SCORE: 5 points for each sentence

1. The bell rung before I had finished reciting.
2. Don't the smell of that food make you hungry?
3. How I wish that such an opportunity was mine!
4. Could I borrow your dictionary for a few minutes?
5. During the night someone had broke into his store.
6. There was several questions that I wanted to ask him.
7. Only two of the boys swum the entire distance.
8. Before we had gone very far, snow begun falling.
9. When can we hope to see you and Julia again?
10. If he was more reliable, he could get better jobs.
11. We could see that we had took them all by surprise.
12. It is difficult to learn an old dog new tricks.
13. By the following morning the water had rose three feet.
14. Wasn't you frightened when you heard the noise in the hall?
15. My brother shall return home for vacation next Friday.
16. She is one of the best teachers who has taught in our school.
17. Have either of you ever been to Yellowstone Park?
18. All the girls enthused over Imogene's new dress.
19. Each of the cars were damaged by the collision.
20. Measles have caused several absences in school this term.

CHAPTER IV

Modifiers: Adjectives and Adverbs

Test Exercise I

List in order all the adjectives that you find in the following sentences. Opposite each adjective write the word or the words that it modifies.

SCORE: 2 points for each adjective

1. Last year our school developed two winning teams.
2. Your plants look hardy and seem very healthy.
3. What roses are most satisfactory in this climate?
4. Constant exposure to the hot sun had made his skin brown.
5. After ten hours of refreshing sleep I felt much better.
6. The young aviator, because of his previous ill luck, did not take part in the next event.
7. One's first attempts at doing certain kinds of work are often unsuccessful.
8. A beautiful blue bowl of red tulips had been placed in the exact center of the large round table.
9. That red-haired boy yonder won several points in each event at our recent interscholastic meet.
10. The self-conscious little man became more embarrassed when he discovered whose hat he had taken by mistake.

Test Exercise II

List in order all the adverbs that you find in the following sentences. Opposite each adverb write the word or the words that it modifies.

SCORE: 5 points for each adverb

1. Eagerly the immense crowd surged forward.
2. They had already been repulsed twice by the officers.
3. Where had you worked and what had you done previously?
4. I had an experience once that I shall never forget.
5. There the dog stood and growled at me defiantly.
6. Our parents returned home sooner than we had expected them.
7. Yesterday I saw something that interested me greatly.
8. Why I had failed to observe it before puzzled me.
9. When we visited in New York, we saw them again.
10. The opposing team gradually advanced nearer to our goal line.

ADJECTIVES

61. Kinds of Adjectives

An adjective is a word used to modify a noun or a pronoun, which it describes or limits in meaning.

1. Descriptive adjectives. A descriptive adjective, which may be either proper or common, denotes the kind, quality, or condition of a person, place, or thing. Most adjectives are descriptive.

a. The *American* people.
b. The *French* language.
c. A *Spanish* mission.
d. A *beautiful* girl.
e. A *durable* dress.
f. A *disabled* soldier.

Observe that proper adjectives, like proper nouns, begin with a capital letter (see sections 21 and 107, 4).

Almost all participles may be used as common descriptive adjectives.

a. An *aching* tooth.
b. A *broken* rib.
c. A *used* car.
d. A *discarded* suit.

2. Limiting adjectives. All adjectives that are not descriptive are classified as limiting adjectives. They include the following classes:

a. Demonstratives: *this, these, that, those, the. The,* sometimes called the definite article, is usually less emphatic than the other demonstrative adjectives.

1. We have rented *this* house for *the* summer.
2. Unless I buy *these* shoes, I cannot wear *that* dress.

b. Indefinites: *a, an, all, another, any, both, each, every, either, few, many, neither, no, numerous, other, several, some, such, various.* *A* (*an*) is sometimes called the indefinite article. *An* is used before words beginning with a vowel or a vowel sound, and *a* is used before other words.

1. *Each* member of the committee proposed *several* plans.
2. *Some* pupils completed the examination in *an* hour and *a* half.

c. Relatives: *which, what, whichever, whatever, whichsoever, whatsoever.* The relative adjective *which* should not be confused with the interrogative adjective *which* (see *d*, below).

1. I told him the time, for *which* information he thanked me.
2. We had to wait three hours, during *which* time we saw a play.
3. Father agreed to buy me *whichever* car I preferred.
4. He always fulfills *whatever* promises he makes.

d. Interrogatives: *which, what.* The interrogative adjective *which* should not be confused with the relative adjective *which* (see *c*, above).

1. *Which* team do you think will win the game Saturday?
2. At *what* time does your class in English meet?

e. Possessives: *my, mine, our, thy, thine, your, his, her, its, their, whose, whosever, whosesoever, either's, neither's, one's, each other's, one another's.*

1. I found *my* coat and *your* cap in *our* car.
2. *Their* interest was centered in *whose* horse would win.
3. *His* opinion of them was *neither's* concern.

A possessive noun used to modify a substantive performs the same function as a possessive adjective.

1. This is *Catherine's* ring. 2. This is *her* ring.

Possessive adjectives should not be confused with possessive pronouns. The former always modify a substantive, whereas the latter are used alone and have the construction of a substantive in the nominative or the accusative (objective) case. (See section 34.)

f. Numerals. Numeral adjectives, which denote number or some numerical order or relationship, are of three kinds:

1. Cardinals: *one, two, three, four, five, fifteen, twenty-five, one hundred, one thousand,* etc.

2. Ordinals: *first, second, third, fourth, fifth, fifteenth, twenty-fifth, one hundredth, one thousandth,* etc.

3. Multiplicatives: *onefold, single, twofold, double, threefold, treble, triple, fourfold, quadruple, fivefold, quintuple, fifteenfold, twenty-fivefold, one hundredfold, one thousandfold,* etc.

Exercise 59

In the following sentences point out each adjective, and tell what word or words it modifies:

A

1. What schools did your two brothers attend?
2. Dorothy, your birthday comes on the same date as mine.
3. This long letter was written on the eighth day of October.
4. In whose home was the distinguished visitor entertained?
5. Many persons find their chief enjoyment in attending plays of that kind.
6. The obliging musician played several additional selections.
7. Yesterday I saw my favorite actress in her latest play.
8. Tom has an interesting collection of grotesque glass animals.
9. The genial old man told us a number of amusing stories.
10. Some pupils had difficulty in writing the previous assignment.
11. My personal opinion is that it was an easy assignment.
12. Which question in the last test in mathematics caused you the greatest trouble?

B

1. The mother of the young birds was a generous provider.
2. Neither motorist would admit that his car had defective brakes.
3. Marie's highest ambition is to make a perfect score.
4. The irate officer said that the speeding car was going sixty miles an hour.
5. On this very road three serious accidents occurred last year as a result of careless driving.
6. The two men were accused of second-degree murder, for which crime the prescribed sentence is imprisonment for ten years.
7. Our Canadian guide and his capable French wife quickly prepared for us a delicious meal.
8. Since my chum and I are of the same size, we sometimes wear each other's dresses.
9. Every modern kitchen is equipped with various electrical labor-saving devices.
10. Whatever other faults our gossiping neighbor may have had, he was certainly not selfish.
11. Each witness, when questioned by the prosecuting attorney, told a slightly different story.
12. The group of American tourists passed through the swinging double doors into the dimly lighted interior of the ancient church.
13. Several experts in educational measurements have recently given intelligence tests to the five hundred pupils in this school to determine the curvature of their minds.

62. Comparison of Adjectives

The inflection of an adjective is called its *comparison*. There are three degrees of comparison: the positive, the comparative, and the superlative.

Adjectives are compared in the following ways:

1. Most adjectives of one syllable and some adjectives of two syllables are compared by adding to the positive the ending *er* to form the comparative and *est* to form the superlative.

kind	kinder	kindest	merry	merrier	merriest

2. Adjectives of more than two syllables and others that would be difficult to pronounce with the endings *er* and *est* are compared by using with the positive the adverb *more* to form the comparative and the adverb *most* to form the superlative.

abundant	more abundant	most abundant

3. Adjectives such as the following are irregularly compared:

Positive	Comparative	Superlative
bad, evil, ill	worse	worst
far	farther	farthest
good, well	better	best
late	later, latter	latest, last
little	less, lesser	least
many, much	more	most
near, nigh	nearer	nearest, next
old	older, elder	oldest, eldest

4. A few superlatives end in *-most*. These adjectives are usually derived from adverbs, and often the positive or the comparative degree is lacking.

top	——	topmost
(forth)	further	furthest
		furthermost
——	former	foremost
		first

Several adjectives, because of their meaning, do not admit of comparison. Some of these are *complete, round, square, level, perfect, unique, faultless, absolute, immaculate, correct, supreme, unanimous.*

Exercise 60

Your teacher will dictate to you in class twenty-five adjectives; write the comparative and the superlative degrees of as many of these as admit of comparison.

63. Position of Adjectives

1. Adherent adjective. If an adjective immediately precedes a substantive or, following it, adheres closely to it as an essential modifier, it is said to modify the substantive *adherently* or *attributively*.

a. The *small* child has *blue* eyes. *b.* He is the aviator *supreme.*

2. Appositive adjective. If an adjective follows its substantive and, like a nonessential noun, is set off by commas, it is said to modify the substantive *appositively.*

a. A great variety of people, *good* and *bad*, make up society.
b. A chair, *large* and *inviting*, stood before the fire.

3. Predicate adjective. If an adjective modifies the subject substantive and at the same time completes the meaning of the predicate verb, it is called a *predicate adjective.* Usually a predicate adjective follows the predicate verb, though it may stand first in a sentence or clause, as in sentence *d*, below.

a. The house was *comfortable* and *attractive.*
b. All his efforts proved *unsuccessful.*
c. She became *angry* when I questioned her.
d. Fair was she, and *blue* were her eyes. (Poetic)

(For a list of verbs with which predicate adjectives may be used see section 47.)

4. Predicate objective, or adjunct accusative. If an adjective standing in the predicate modifies the direct object and at the same time completes the meaning of the predicate verb, it is called a *predicate objective*, or an *adjunct accusative.*

The principal verbs that may be followed by an adjective used as a predicate objective are *call, make, paint, sweep, scrub, wash, iron, boil, broil, bake, burn, plane, keep, bind, fasten*, and *leave* (see section 40, 4).

a. I call such conduct *rude.*
b. The news made him *angry.*
c. He painted his house *white.*
d. She swept the floor *clean.*

When the verb in a sentence containing an adjective used as a predicate objective is changed to the passive voice, the predicate objective becomes a predicate adjective after the passive verb.

a. Such conduct is called *rude.*
b. He was made *angry* by the news.
c. His house was painted *white.*
d. The floor was swept *clean.*

Exercise 61 [1]

In the following sentences point out each adjective and tell what word or words it modifies. If it is a predicate adjective or a predicate objective, indicate the verb or verb phrase the meaning of which it completes.

1. This large red apple tastes sweet.
2. The suit was an old one, and was ragged and dirty.
3. After two days they became well acquainted.
4. The best argument for clean living is a clean life.
5. Her small son seemed more eager to go than she did.
6. Our inexperienced cook burned the toast black.
7. On the day before she had felt much better.
8. The tight shoes made her feet very uncomfortable.
9. She had been left alone in the rambling old house.
10. She washed the linen clean and ironed it smooth.
11. Her greeting, cordial as always, made her dearer to me.
12. The faithful physician became ill and rapidly grew worse.
13. A straight line is the shortest distance between two points.
14. After several days the house was made ready for their guests.
15. The return of his elder brother was a great surprise to him.

Exercise 62

Write five original sentences in which you use predicate adjectives and five in which you use predicate objectives. Draw one line under each predicate adjective and two lines under each predicate objective.

[1] For pupils who need additional drill, see Tanner's "Exercises in Correct English" (complete edition), Exercise 21, or Book I, Exercise 19.

ADVERBS

64. Kinds of Adverbs

An adverb is a word used to modify a verb, an adjective, or another adverb.

1. The nurse came to her *quickly*. (Modifying a verb)
2. Charles, I am *sincerely* grateful to you. (Modifying an adjective)
3. Anne writes *surprisingly* well. (Modifying an adverb)

1. Simple adverbs. Simple adverbs, used merely as modifiers, include such words as *then, now, soon, again, often, here, there, thus, slowly, once, twice, last, finally, yet, still, somewhat, almost, thus, hardly.*

There when used unemphatically as an introductory subject, thus allowing the real subject to follow the predicate verb, is called an *expletive.* (For the use of *it* as an expletive see section 27, 3; see also section 51, 12.)

a. There was no one at home. (No one was at home.)
b. There are six pupils absent. (Six pupils are absent.)

2. Interrogative adverbs. An interrogative adverb introduces a direct or an indirect question and at the same time modifies some word in the sentence or clause.

Direct Question	Indirect Question
a. How did you enter?	*a.* He asked me *how* I had entered.
b. When did you come?	*b.* She asked me *when* I had come.

The six interrogative adverbs are *how, when, where, why, whence,* and *whither.*

3. Relative adverbs. When such subordinating conjunctions as *after, before, when, since* (denoting time), *while, where,* and *why* introduce an adjective clause, they are called relative adverbs.

a. The day *before* we left was cold and rainy.
b. She did not tell us the reason *why* she was leaving.
c. This is the place *where* the accident occurred.

Exercise 63

In the following sentences point out each adverb, tell whether it is simple, interrogative, or relative, and indicate the word or words that it modifies:

1. The child gazed longingly at the fruit.
2. We shall leave early for camp tomorrow.
3. When did you see your friends last?
4. That is the house where he once lived.
5. Go ahead, and we will join you later.
6. I slept soundly last night, and I feel somewhat better today.
7. She was very gracious and greeted us cordially.
8. The postman almost always comes late on Monday morning.
9. Why have you not prepared the assignment for today, Robert?
10. I shall never forget the time when I broke my arm.

65. Comparison of Adverbs

The inflection of adverbs is called *comparison.* Adverbs, like adjectives, have three degrees of comparison: the positive, the comparative, and the superlative. Adverbs are compared in the following ways:

1. Some adverbs are compared by means of the endings *er* and *est.*

near	nearer	nearest	early	earlier	earliest

2. Most adverbs are compared by the use of *more* and *most* with the positive.

clearly	more clearly	most clearly

3. A few adverbs, such as *often, friendly, kindly,* and *seemly,* may be compared in both of the ways given above.

often	oftener	oftenest
	more often	most often

4. Several adverbs are irregularly compared.

Positive	Comparative	Superlative
far, forth	farther, further	farthest, furthest
ill, badly	worse	worst
late	later	latest, last
little	less	least
much	more	most
near, nigh	nearer	nearest, next
well	better	best

Several adverbs, because of their meaning, do not admit of comparison. Some of these are *perfectly, absolutely, uniquely, eternally, squarely, first, singly, twice, immediately, forward, previously, indeed, somewhat, nearly, entirely.*

Exercise 64

Your teacher will dictate to you in class twenty-five adverbs; write the comparative and the superlative degrees of as many of these as admit of comparison.

CAUTIONS IN THE USE OF ADJECTIVES AND ADVERBS

66. Number Agreement of *This* and *That*

Always use the singular demonstrative adjectives *this* and *that* (never the plural *these* and *those*) with such singular nouns as *kind, sort, species,* and *style.*

1. I prefer *this* kind of apples.
2. Mother never allows us to read *that* sort of books.

Do not use the article *a* or *an* after *kind of, sort of, species of,* or *style of.*

1. This kind of (*not* kind of a) day makes me sleepy.
2. That style of (*not* style of a) hat is not very becoming.

Do not use *this here, these here, that there,* or *those there* when you mean simply *this, that, these,* or *those.*

1. This (*not* this here) book is mine.
2. That (*not* that there) pen belongs to me.

Never use the personal pronoun *them* for the demonstrative adjective *those*.

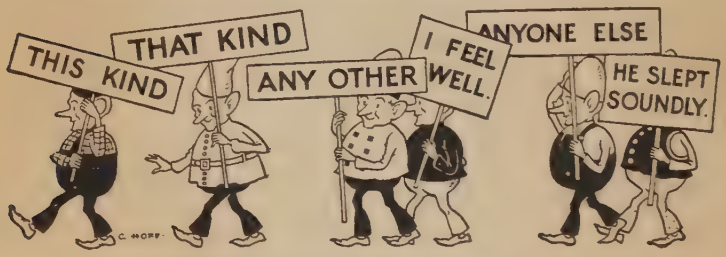
Those (*not* them) cars must be rather expensive.

67. Adjectives and Adverbs in Expressions of Comparison

1. In comparing *two* persons, places, or things always use the comparative degree of the adjective or adverb.

a. Father is the older (*not* oldest) of my parents.

b. Of the twins everyone likes Charles better (*not* best).



A Correct-English Parade

2. In comparing a person, place, or thing with the rest of its class, use *other* or *else*, as the meaning requires, with the comparative degree of the adjective or adverb.

a. Father is taller than any other (*not* than any) member of our family.

b. Dr. Lane has a larger practice than anyone else (*not* than anyone) in his profession.

3. With the superlative degree of an adjective or an adverb expressing a comparison of a person, place, or thing with the rest of its class, use *all*, if necessary, but not *any*, before the noun designating the entire class.

Correct: Tom is the strongest boy in school. *Or* Tom is the strongest of all the boys in school.

Incorrect: Tom is the strongest of any of the boys in school.

Correct: Vera plays best of all the girls in the orchestra.

Incorrect: Vera plays best of any of the girls in the orchestra.

4. In expressions of comparison always state the comparison fully before adding the qualifying expression. After a negative word, such as *not*, use *so* instead of *as*.

Correct: Elsie is as tall as Marion, if not taller than she.
Incorrect: Elsie is as tall, if not taller, than Marion.
Correct: Frank is brighter than Harry, but not so reliable.
Incorrect: Frank is brighter but not so reliable as Harry.

Exercise 65 [1]

In the following sentences point out, explain, and correct all errors in the use of adjectives and adverbs in expressions of comparison:

1. Mathematics is harder for me than any of my subjects.
2. Mathematics is hardest for me of any of my subjects.
3. I study it as much, if not more, than any of my other subjects.
4. Her dress cost more, but is not so stylish as yours.
5. I consider George the best hurdler of the two boys.
6. We have driven this car farther than any car we ever owned.
7. I visit you as often, if not oftener, than you visit me.
8. This material is heavier but not so durable as that.
9. Joe can run fastest of any boy on the team.
10. Dick can run just as fast, if not faster, than Joe.

Exercise 66

Write ten original sentences containing statements of comparison correctly expressed. Make at least two sentences to illustrate each of the four rules.

68. Adjectives and Adverbs Not to be Confused in Use

1. After such verbs as *appear, remain, grow, prove, turn, stand, sound, look, feel, taste,* and *smell* use a predicate adjective to denote the quality or condition of the subject,

[1] For pupils who need additional drill, see Tanner's "Exercises in Correct English" (complete edition), Exercise 22, or Book I, Exercise 20.

but use an adverb to signify the manner in which the action expressed by the predicate verb is performed.

Predicate Adjective	Adverb
a. The girl turned pale.	*a.* She turned unsteadily.
b. She appeared unhappy.	*b.* They appeared suddenly.
c. Mother looked uneasy.	*c.* She looked slyly at him.
d. He stood upright.	*d.* He stood courageously.
e. The patient grew worse.	*e.* The plant grew rapidly.

2. After such verbs as *make, fasten, bind, leave, keep, hold, call, sweep, scrub, wash, iron, boil, broil, bake, burn, plane,* and *paint* use an adjective (predicate objective) to denote the quality or condition of the direct object, resulting from the action expressed by the verb, but use an adverb to signify the manner in which the action expressed by the predicate verb is performed.

Predicate Objective	Adverb
a. The music made her sad.	*a.* He made the turn abruptly.
b. He held the door shut.	*b.* She held the child tightly.
c. I washed my hands clean.	*c.* I washed my hands briskly.
d. We left the door unlocked.	*d.* He left the house hastily.
e. Coffee keeps me awake.	*e.* She kept us late in class.

3. Do not use *sure* for *surely*, *real* for *really* or *very*, *mighty* or *awful* for *very*, *some* for *somewhat*, or any other adjective for an adverb.

a. I was surely (*not* sure) glad to see them.
b. We do not visit each other very (*not* real) often.
c. Last week I was very (*not* mighty *or* awful) sick.
d. This week I am feeling somewhat (*not* some) better.
e. The car started too suddenly (*not* sudden).

4. Avoid using as adverbs the following words and expressions:

anywheres	*for*	anywhere	no place	*for*	nowhere
any place	*for*	anywhere	nowhere near	*for*	not nearly
everywheres	*for*	everywhere	firstly	*for*	first
every place	*for*	everywhere	illy	*for*	ill
somewheres	*for*	somewhere	muchly	*for*	much
some place	*for*	somewhere	overly	*for*	over, very
nowheres	*for*	nowhere	thusly	*for*	thus

69. Double Negatives

Avoid using in the same sentence two or more negative words unless they are coördinate. Do not use *hardly, scarcely, only, but* (*only*), *neither, never, no one, none, no, nobody, nothing,* and *not* with another negative word.

1. I can (*not* can't) hardly hear you.
2. Neither of us had (*not* hadn't) seen him.
3. There was (*not* wasn't) no one at home.
4. At that time I didn't know any (*not* no) better.
5. I have (*not* haven't) but one sandwich left.

Exercise 67

Write ten original sentences in each of which you use, in order, one of the following verbs with an appropriate predicate adjective. Draw one line under the predicate adjective.

be	appear	prove	remain	taste
seem	become	grow	feel	smell

Exercise 68

Write ten original sentences in each of which you use, in order, one of the following verbs with either an adjective (predicate objective) modifying the direct object or an adverb modifying the predicate verb. Draw one line under each predicate objective and two lines under each adverb.

make	fasten	wrap	plane	bake
call	leave	bind	paint	scrub

Exercise 69 [1]

Read a correct version of each of the following sentences, using the word that is required by the meaning of the sentence. Tell whether the word chosen is an adjective or an adverb, and explain why your choice is correct.

1. Did you sleep (good, well) last night?
2. Yes, I did, and I (sure, surely) feel (good, well) today.
3. Do you know the people next door (real, very) well?
4. The room looked (beautiful, beautifully) by firelight.
5. On such a slippery road you should drive more (careful, carefully).
6. These apple blossoms smell (sweet, sweetly).
7. The child grasped my hand (tight, tightly).
8. You should come more (prompt, promptly) when I call you.
9. The maid swept the floor (clean, cleanly).
10. My score on the last test (sure, surely) surprised me.
11. I found the solution of the problem (easy, easily).
12. I found my way to the art museum (easy, easily).
13. You should try always to speak (distinct, distinctly).
14. After he had read the letter, he looked (angry, angrily).
15. Next morning the patient was feeling (some, somewhat) better.

Exercise 70

In the following sentences point out, explain, and correct all errors in the use of adjectives and adverbs:

A

1. I didn't have no time to revise my composition.
2. Do you suppose we can safely eat these kind of berries?
3. Which of the girls do you like best, Grace or Alice?
4. I have looked everywheres for the belt to my suit.
5. This is the best of any of the plays that he has written.
6. Hers is a more expensive dress but not so pretty as yours.
7. Miss Deering seemed muchly amused about something.

[1] For pupils who need additional drill, see Tanner's "Exercises in Correct English" (complete edition), Exercise 23, or Book I, Exercise 21.

8. The tallest of those two boys over there is a junior.
9. My chum makes better grades than any girl in her class.
10. My chum makes the best grades of any girl in her class.
11. I am sure that I have never said nothing against them.
12. Everyone believes that conditions will be some better soon.

B

1. Which of you two boys is the strongest?
2. What kind of a car did your father buy?
3. I have always been real fond of apple pie.
4. Joe, when are you going to return them books you borrowed?
5. Their house is as new, if not newer, than ours is.
6. We hadn't no idea that the trip would take so much time.
7. I visit my Aunt Constance oftener than any of my relatives.
8. Everyone should drive real careful on slippery roads.
9. Eleanor, you seem some taller than when I saw you last.
10. I was sure glad that I had prepared for the test.
11. Father has one of those kind of watches that are wound with a key.
12. My brother Leonard has had more accidents than anybody in my family.
13. We haven't seen my uncle but once since he moved away.

CUMULATIVE EXERCISE

A. In each of the following sentences choose from the pronouns in parentheses the proper word, and explain why the pronoun chosen is correct:

1. The postman left letters for (she, her) and (me, I).
2. Allison can play the piano better than (him, he).
3. Margaret went with Joyce and (me, I) to the concert.
4. Miss Ames, (us, we) girls surely enjoyed the party.
5. We expect no favors from such people as (them, they).
6. (Who, Whom) shall we elect president of the club?
7. No one knows (whom, who) the governor will appoint.
8. Dan is a boy (whom, who) everyone thinks will succeed.
9. Mr. Avery is a teacher (whom, who) everyone likes.
10. Please tell (whoever, whomever) you see about the meeting.

B. In the following sentences correct all errors resulting from the misuse of verbs, adjectives, and adverbs:

1. Agnes, if I was you, I would not do that.
2. Everyone of the children have blue eyes and light hair.
3. That watch of yours don't always keep correct time.
4. It was hard to decide which was the best of the two poems.
5. We were sure surprised when we heard the announcement.
6. The last bell rung before I reached the school building.
7. The nurse told us that Muriel was feeling some better.
8. Will we see you at the reception tomorrow night?
9. When I don't sleep good, I don't feel good the next day.
10. I find those sort of people rather uninteresting.

Achievement Test 1

At the left side of a sheet of paper write the numbers corresponding to the numbers of the following sentences, and then divide the sheet into two equal columns. At the top of the column on the left write "Possessive Pronouns," and at the top of the other column write "Possessive Adjectives." Now list in the appropriate column and space each possessive pronoun and each possessive adjective that you find in the following sentences:

SCORE: 5 points for each possessive pronoun and possessive adjective

1. I like her story better than I like his.
2. Ours is the same kind of phonograph as theirs is.
3. Miriam, your recipe for fudge is different from mine.
4. Whose composition did your teacher read to the class?
5. When you could not find yours, whose did you borrow?
6. At last his parents gave their consent for him to go.
7. Oh, no, yours is a much newer suit than mine is.
8. Many people bear others' burdens in addition to theirs.
9. We have had ours much longer than you have had yours.
10. It was neither's expectation that his story would be awarded a prize.

Achievement Test 2

Write a correct version of each of the following sentences, which contain some of the most common errors in the use of adjectives and adverbs. If you have mastered the instruction given in this chapter, you should be able to make a perfect score.

SCORE: 5 points for each sentence

1. Our street is cleaner than any in town.
2. Do you find these sort of days depressing?
3. I believe that you are some taller than my brother.
4. She was so much excited that she couldn't hardly speak.
5. Marjorie seemed happier than anyone in her family.
6. This story is as good, if not better, than the other.
7. We were sure sorry that you could not go with us.
8. What I do isn't nobody's business but mine.
9. George was most unanimously elected president of the class.
10. No city in the United States is so large as New York.
11. He speaks more rapidly but not so distinctly as you do.
12. She looked everywheres for her purse but couldn't find it.
13. Which of these books do you think is the best, this or that?
14. Their house is the newest of any on our street.
15. My mother has several of those kind of roses in her garden.
16. What kind of a vacation did you and Frances have?
17. I cannot say that we had a real enjoyable vacation.
18. He drives so reckless that I am afraid to ride with him.
19. I was not overly eager to hear what he had to say to me.
20. Today seems warmer to me than any day we have had this summer.

CHAPTER V

Connectives: Prepositions and Conjunctions

Test Exercise

At the left side of a sheet of paper write the numbers corresponding to the numbers of the sentences given below. Then divide the sheet into three equal columns. Write at the top of the first column "Prepositions"; at the top of the second column, "Conjunctions"; and at the top of the third column, "Adverbs."

List in order in the appropriate space and column each preposition, conjunction, and adverb that you find in the sentences given below.

SCORE: 2 points for each conjunction, preposition, and adverb

1. I will wait for you until you return, but please hurry.
2. We had never seen him before, nor have we seen him since.
3. She spoke to us as if she were troubled about something.
4. When we arrived at home, all but mother had retired.
5. If you go out before I return, leave the key above the door.
6. Do as I advise you, and you will have money in the bank at the end of the year.
7. After much argument Carlton was barred from the race because he was a professional athlete.
8. Because of bad roads and motor trouble, the trip required three days.
9. After we had admired the exterior of the cathedral, we went inside and looked around.
10. Unless the temperature rises before night, there will likely be frost in some localities.

11. If there is frost, the fruit crop will be damaged, for the trees are now in full bloom.

12. Do you wish to go without seeing them, or shall we wait until Saturday?

13. Since we had slipped away from the dormitory without permission, we were severely punished.

14. We had realized that we were breaking the rules; yet we took the risk.

15. Other boys had paid the same penalty for such a misdemeanor; therefore our punishment seemed just.

PREPOSITIONS

70. Definition and Use of Prepositions

A preposition is a word or a phrase that shows the relation between the substantive that it takes as an object and some other word in the sentence. By showing this relation between parts of the sentence it serves as a connective.

1. My dog was lying *on* the rug *before* the fire.
2. I waited *at* home *for* him *until* five o'clock.
3. Joe sits *in front of* me, and Bob sits *behind* me.
4. I telephoned *to* him *regarding* the matter *instead of* writing.
5. She remained *inside* the house *on account of* a severe cold.

A preposition usually precedes its object, but in conversation and other informal expression it sometimes follows its object.

Informal Style	Formal Style
1. *Whom* did you speak *to*?	1. *To whom* did you speak?
2. *What* are you looking *for*?	2. *For what* are you looking?
3. I have found the book *that* I was looking *for*.	3. I have found the book *for which* I was looking.
4. Static blurred the music *that* I was listening *to*.	4. Static blurred the music *to which* I was listening.

71. List of Prepositions

The words and groups of words listed below are the principal prepositions:

aboard
about
above
according to
across
after
against
along, along with
amid, amidst
among, amongst
apart from
around
as for, as to
as regards
aslant
at
athwart
barring
because of
before
behind
below
beneath
beside, besides
between, betwixt
beyond
but (= except)
by
by dint of
by means of
by reason of
by virtue of
by way of
concerning
considering
despite
down
during
ere (= before)
except, excepting
for
for the sake of
from
from above
from among
from below
from beneath
from between
from under
from underneath
in
in accordance with
in addition to
in case of
in compliance with
in consequence of
in consideration of
in front of
in lieu of
in opposition to
in place of
in preference to
in regard to
in spite of
in the midst of
inside, inside of
instead of
into
notwithstanding
of
off
on
on account of
out of
outside, outside of
over
over against
past
pending
regarding
respecting
round
round about
save, saving
since
through
throughout
to, unto
touching
toward, towards
under
underneath
until, till
up
upon
with
with reference to
with regard to
with respect to
within
without

72. Prepositions Omitted

After the words *like, unlike, near, nearer, nearest,* and *next,* used either as adjectives or as adverbs, the preposition *to* or *unto* is usually not expressed. The substantive following any of these words is the object of the preposition *to* or *unto* understood.

1. Your book is like (*unto*) mine. (*Like* used as an adjective)
2. He acted like (*unto*) a madman. (*Like* used as an adverb)
3. The boy next (*to*) me is John. (*Next* used as an adjective)
4. John sits next (*to*) me. (*Next* used as an adverb)

Exercise 71[1]

In each of the following sentences point out each preposition and tell its object:

1. I went with my father in the car to the post office.
2. The speaker for the occasion now stood before the audience.
3. At the theater Clara sat beside me, and Rose in front of us.
4. The airplane soared above the clouds and out of sight.
5. Some trains pass through our town without stopping.
6. In regard to your request I will take that under consideration.
7. Within an hour we had picked enough fruit for our use.
8. A young man with greasy hands and face crawled from under the car.
9. Five companies of Boy Scouts marched across the field in perfect formation past the reviewing stand.
10. On account of the length of the play there was only one intermission during the entire performance.

Exercise 72

Write ten original sentences in each of which you use two or more prepositions. Draw one line under each preposition and two lines under its object. Increase the value of

[1] For pupils who need additional drill, see Tanner's "Exercises in Correct English" (complete edition), Exercise 24, or Book I, Exercise 22.

this exercise by using in your sentences as many different prepositions as possible.

73. Prepositional Phrases and Their Uses

A preposition and its object, with or without other words, is called a *prepositional phrase.*

Prepositional phrases are used in sentences as adjectives and as adverbs.

1. The girl *with red hair* is Estelle. (Adjective phrase)
2. The man *in the car* is my uncle. (Adjective phrase)
3. She set the vase *on the table.* (Adverbial phrase)
4. I parked my car *behind the house.* (Adverbial phrase)

Exercise 73

In the following sentences point out each prepositional phrase, and tell whether it is used as an adjective or as an adverb. Indicate also the word that each phrase modifies.

1. He deposited the remainder of the money in the bank.
2. My cousin from Atlanta made the trip with us.
3. Our dog walked behind my father down the street.
4. I cannot get a new tube for my radio until Monday.
5. Despite the delay we arrived at home before dark.
6. We have not had a letter from mother since Thursday.
7. All the persons aboard the ship were saved by means of lifeboats.
8. I was greatly amused by the inscription beneath the picture.
9. A car without lights was parked beside the road.
10. The house across the street has an iron fence in front of it.

74. Cautions in the Use of Prepositions

1. The object of a preposition is always in the accusative, or objective, case. Watch pronouns closely.

a. I walked home with Mary and her (*not* she).
b. Whom (*not* Who) did you give the letter to?
c. Mother divided the money between Leon and me (*not* I).

2. Do not confuse in meaning the following prepositions:

Between, among. *Between* should be used only in reference to two, *among* in reference to more than two.

a. Mother divided the cake between (*not* among) Henry and me.
b. He distributed his property among (*not* between) his five children.

In, into. *In* implies position or rest within a place; *into* implies motion or change of place.

a. We live *in* that house.
b. They went *into* the house.
c. He fell *into* the lake.
d. He hung the suit *in* the closet.
e. I climbed *into* the airplane.
f. She ran *into* the yard.

NOTE. *Come in* is correct, for here *in* is an adverb meaning *inside* or *within.*

Beside, besides. *Beside* means *at (by) the side of, next to*; *besides* means *in addition to.*

a. The dog walks *beside* his master.
b. She has a mother and two brothers *besides* other relatives.

Off, of, from. *Off* should not be used for *of* or *from.*

a. We bought these eggs from (*not* off) a farmer.
b. We buy our butter *of* (*not* off) a local dairyman.
c. He came down *off* the high platform.

On, upon, onto. Do not use *onto.*

a. She stepped up *on* (down *on*, out *on*) the porch.
b. The child climbed up *on* the chair.
c. The three boys sat *upon* (*on*) a bench.

Behind, back of, in back of. Though *in front of* is a preposition, *back of* and *in back of* are incorrect. Say *behind.*

a. Fred sits behind (*not* back of *or* in back of) me.
b. Father built a garage behind (*not* back of *or* in back of) the house.

From, than, to. Use *from*, not *than* or *to*, after the adjective *different.*

a. This book is different from (*not* than) yours.
b. Marjorie's coat is different from (*not* to) her sister's.

3. Do not use a preposition that is unnecessary to the expression of a thought or that violates established idiom. Note particularly the following examples:

Accept of. Of is superfluous.

I cannot accept (*not* accept of) the invitation.

Blame on. Do not use *on* after the verb *blame.*

Correct: They *blamed* me for it.
Correct: They put the *blame* for it *on* me. (Here *blame* is a noun.)
Incorrect: They *blamed* it *on* me.

Cover over. Omit *over.*

She covered (*not* covered over) the dish.

Continue on. On is superfluous.

He continued (*not* continued on) his journey.

Off of. Omit *of.*

I stepped *off* (*not* off of) the porch.

Over with. With is superfluous.

The game was over (*not* over with).

Plan on. The verb *plan* is regularly followed by an infinitive with *to.*

a. I plan to go (*not* on going) to college.
b. Do you plan to see (*not* on seeing) the circus?

Remember of. Omit *of.*

a. I do not remember (*not* remember of) hearing it.
b. Do you remember (*not* remember of) saying that?

Where at, where to. *At* and *to* are superfluous.

Correct: *Where* are you living now?
Incorrect: *Where* are you living *at* now?
Correct: *Where* is he going?
Incorrect: *Where* is he going *to*?

NOTE. The use of *of* for the auxiliary *have* in such illiterate expressions as *could of, might of, must of, should of,* and *would of* results from the careless pronunciation of *have* in the phrases *could have, might have, must have, should have,* and *would have.*

Exercise 74

Write the following sentences, supplying in each blank an appropriate pronoun in the proper case:

1. Jane is going with Charley and —— to the game.
2. Have you any letters for Margaret and ——?
3. Mother, —— did you buy that sweater for?
4. To Edward and —— the dog was always friendly.
5. The principal excused all the pupils but —— three boys.
6. Father, —— shall I address this letter to?
7. Madge told the secret to nobody except Vera and ——.
8. Was it —— —— you sent for?
9. The agreement between —— and —— was never broken.
10. —— did you attend the game with last Saturday?
11. —— are those girls —— you spoke to just then?
12. I wonder —— it is —— he is looking for.
13. The money was apportioned among Fred, Tom, and ——.
14. Just between you and —— I do not believe his story.
15. At first I knew no one in the class but George and ——.

Exercise 75

Point out, explain, and correct all errors in the use of prepositions and pronouns that you find in the following sentences. Read each sentence with the thought correctly expressed.

1. We had not planned on returning before Sunday night.
2. Bob fell in the lake and then blamed the accident on me.

3. The theater tickets for Marion and I finally came.
4. This chair is different than the one besides the door.
5. I borrowed this fountain pen off one of my friends.
6. Catherine, who were you talking to just now?
7. Next morning I found my cap in back of my trunk.
8. She divided her possessions among Elizabeth and me.
9. Did you ask them where they were going to?
10. The foreman discharged all the boys except Tom and I.
11. I would have accepted of your invitation if I could of come.
12. The cat jumped onto the shelf in back of the stove.
13. We could not remember of ever having spent a more delightful vacation.
14. Hillcrest Farm was the place where I had been at all the previous summer.
15. When I fell off of the stepladder, I thought everything was over with for me.

CONJUNCTIONS

75. Definition and Use of Conjunctions

A conjunction is a word used to connect words or groups of words. Though conjunctions imply or denote certain relationships between the words or groups of words that they connect, they do not take objects, as do prepositions.

1. Philip *and* Charles are my first cousins.
2. We can hear you, *but* we cannot see you.
3. I was absent yesterday *because* I was ill.
4. I will help you *if* you need my assistance.

76. Coördinating Conjunctions

The simple coördinating conjunctions are *and, but, for, or,* and *nor.* When used in pairs, the words *both . . . and, either . . . or, neither . . . nor,* and *not only . . . but also* are coördinating conjunctions, too; they are sometimes called correlative conjunctions. Coördinating conjunctions connect words, phrases, or clauses that are of the same kind, or grammatical rank.

1. Fred *and* I are studying manual training.
2. She looked for the book in the living-room *and* in the library.
3. George bought his radio set, *but* I made mine.
4. We do not own an automobile, *nor* do we wish to buy one.

Such words as *also, yet, still, hence, therefore, consequently, so, accordingly, nevertheless, notwithstanding, else, otherwise, however,* and *moreover* are adverbs; they often serve, however, as connectives between clauses of equal rank. (For punctuation see section 113, 2.)

1. You need a vacation; *therefore* accept my invitation.
2. I may not succeed; *however,* I am going to try.

77. Subordinating Conjunctions

A subordinating conjunction is one that introduces a subordinate, or dependent, clause and connects it with a principal, or independent, clause on which it depends for its meaning.

1. I will wait *until* I hear from you.
2. She was angry *because* we had laughed at her.
3. We cannot go *unless* father will lend us the car.
4. Frank and Tom jumped *as if* they had been shot.

The following list contains most of the subordinating conjunctions:

according as
after
although, though
as
as if
as soon as
as though
because
before
but that
ere
even if
however
if
in case (that)
in order that
in that
inasmuch as
lest
much as
provided (that)
since
so that
than
that
till
unless
until
when
whenever
where
whereas
wherever
whether (= if)
while

Exercise 76

In the following sentences point out each conjunction, tell whether it is coördinating or subordinating, and indicate the words, phrases, or clauses that each connects:

1. Bob and I were late because we missed the car.
2. I have not seen the play, nor do I intend to see it.
3. Have you seen their house since it has been remodeled?
4. Helen, either your clock is slow or my watch is fast.
5. What Elsie told you may be true, but I have my doubts.
6. When the telephone rang, I went to answer it.
7. The telephone rang, and I went to answer it.
8. Mrs. Adams is always herself, both at home and in public.
9. We shall arrive before they do, for they are always late.
10. Shall we wait until you are ready, or do you prefer that we go ahead?

78. Cautions in the Use of Conjunctions

1. The words immediately following each member of a correlative conjunction must be in the same grammatical construction.

Correct: The refugees had *neither* food *nor* shelter.
Incorrect: The refugees *neither* had food *nor* shelter.
Correct: You must *either* pay for the pen *or* buy Fred a new one.
Incorrect: *Either* you must pay for the pen *or* buy Fred a new one.

2. Do not use the following words as conjunctions: *Directly* and *immediately* for *as soon as*.

a. As soon as (*not* directly) I saw her, I knew that she had won.
b. We will fill your order as soon as (*not* immediately) our new stock is received.

Except and *without* for *unless*.

a. We shall lose the game unless (*not* except) we practice more.
b. I am afraid to ask him unless (*not* without) you go with me.

Without for *that . . . not.*

a. I never see him that I do not (*not* without I) think of the first time we met.

b. I never see him without thinking of the first time we met. (In this sentence *without* is correctly used as a preposition.)

Like for *as, as if, as though.*

a. Do the work as (*not* like) I showed you.

b. It looks as if (*not* like) it might rain.

c. You spoke as though (*not* like) you were angry.

And etc. for *and. Etc.* means "and other things," "and so on"; hence it should never be preceded by *and.*

3. Avoid overworking the conjunctions *and, but,* and *for* in compound sentences. Instead, vary your sentence structure by using some simple and some complex sentences.

Exercise 77 [1]

In the following sentences point out, explain, and correct all errors in the use of conjunctions. Remember that coordinating conjunctions are properly used only when they connect parts of a sentence that are of equal rank.

1. We left directly we received permission to leave.
2. Either I lost my composition or left it at home.
3. It seemed like our turn to eat would never come.
4. All the plants will perish without it rains soon.
5. If you will make the candy like I tell you, you will succeed.
6. We started home immediately you telephoned for us to come.
7. All my pets acted like they were glad to see me again.
8. She always treated us just like we were her own children.
9. Jack is a good player and who never loses his head.
10. Always come straight home just like I have told you, except I give you permission to go through town.

[1] For pupils who need additional drill, see Tanner's "Exercises in Correct English" (complete edition), Exercise 25, or Book I, Exercise 23.

CUMULATIVE EXERCISE

A. Write each of the sentences given below, using the correct pronoun, verb, adjective, or adverb:

1. If you (was, were) (I, me), would you go?
2. It was (me, I) (who, whom) they blamed.
3. (Who, Whom) did you expect me to be?
4. (Who, Whom) was I expected to be?
5. (Has, Have) either of them (his, their) parents' permission to play football?
6. She (don't, doesn't) feel so (well, good) today as she felt yesterday.
7. There (is, are) a number of reasons why I think that these are not (them, they).
8. Each of my chums (enjoys, enjoy) making (their, her) own clothes.
9. Just after my aunt had (laid, lain) down to rest, the doorbell (rung, rang).
10. (Was, Were) you one of the boys (who, whom) the principal questioned?

B. Rewrite each of the following sentences, correcting all errors involving the use of prepositions, conjunctions, verbs, and adverbs:

1. I shall not go without you go with me.
2. In that picture you look like you was scared.
3. Everyone blamed the accident on me.
4. The car in back of us had only one headlight.
5. She asked us to come in the house and set down.
6. The Chinese have many customs that are different than ours.
7. Joe wouldn't tell no one what he planned on doing next.
8. I neither have the time nor the money to waste on the trip to Washington.
9. In several respects your tastes in music and painting are different than mine.
10. If you will do like the doctor says, you may feel some better tomorrow.

Achievement Test 1

List in order the italicized words in the following sentences, and after each word state whether it is used as a noun, an adjective, an adverb, a preposition, or a conjunction:

SCORE: 4 points for each word

1. I waited on the *outside* while father went *within.*
2. *Within* a few minutes he came *outside* again.
3. *Along* the path *below* us moved a flock of sheep.
4. They trotted *along* one *behind* another.
5. The coat left *behind* had a letter in the *inside* pocket.
6. I had gone *under* twice *before* I was rescued.
7. On the day *before,* I had walked home with him *after* the game.
8. The officer climbed *above* and looked *around.*
9. He climbed *up* into the "crow's nest," forty feet *above* the deck.
10. As the car sped *past* us, I noticed two men sitting *behind* in the rumble seat.
11. For several days *past* George has been worrying *about* something.
12. The man who stood *before* me I had never seen *before,* nor have I seen him *since.*

Achievement Test 2

Write a correct version of each of the following sentences in which you find any error or errors in the use of prepositions, conjunctions, pronouns, adjectives, or adverbs:

SCORE: 5 points for each error corrected

1. Julia, who are you making that candy for?
2. She will not excuse you without you flatter her.
3. Our dog looked like he had been in a fight.
4. Charles, what do you plan on doing next summer?
5. Our neighbor is building a garage in back of his house.
6. My answer to that last problem is different than yours.

7. Your answer is either wrong or mine is wrong.

8. I do not remember of having heard that story before.

9. You would not be in trouble if you had done like I told you.

10. Joe often borrows money off his friends to buy his lunch.

11. Here is some money that you and Bob may divide among you.

12. When my uncle came to America, he neither had friends nor money.

13. I wrote a letter of application directly I had read the advertisement.

14. Your voice sounds like you had a cold in the head.

15. Margaret, you may come in the kitchen and help me.

16. Do you agree with Eleanor and I about the plans for our party?

17. Who are you going to the game with next Saturday?

18. My science teacher is different than most teachers I have had.

19. I resented his blaming the accident on me.

20. Catherine, you look like you had lost your last friend.

CHAPTER VI

Infinitives, Gerunds, and Participles

Test Exercise

At the left side of a sheet of paper write on alternate lines the numbers of the sentences given below. Then divide the sheet into three equal columns, at the top of which write, in order, "Infinitives," "Gerunds," "Participles."

List in the appropriate space and column each infinitive, gerund, and participle that you find in the sentences below.

SCORE: 5 points for each infinitive, gerund, and participle

1. The terrified crowd watched the falling airplane.
2. To know him is to admire him.
3. Sawing wood all day is fatiguing work.
4. The excited boy failed to make himself understood.
5. After swimming half an hour I felt refreshed.
6. The grinning porter carried my battered luggage.
7. We tried to notify you, but we had no means of reaching you.
8. The approaching policeman began to question the driver.
9. The shrieking of the whistles made me very nervous.
10. The driver of the speeding car tried to stop it.

THE INFINITIVE (VERBAL NOUN)

79. Nature and Forms of the Infinitive

An infinitive is a verbal noun. Like an ordinary noun, it may be used in most of the nominative or the accusative (objective) case uses illustrated in sections 39 and 40.

1. *To see* is *to believe.*
2. We desire *to succeed.*
3. I have learned *to swim.*
4. *To return* was impossible.

Unlike ordinary nouns, infinitives have tense and voice.

	Active	Passive
Present:	to give	to be given
Perfect:	to have given	to have been given

Like a verb, an infinitive may take a direct object, sometimes both a direct and an indirect object, if its meaning permits. It may also take a predicate noun or pronoun or a predicate adjective, and it may have adverbial modifiers.

1. I like *to read stories.* (Infinitive and direct object)
2. He wanted *to give me some advice.* (Infinitive and direct and indirect objects)
3. My sister expects *to become a nurse.* (Infinitive and predicate nominative)
4. Everyone wishes *to be successful.* (Infinitive and predicate adjective)
5. My father always likes *to rise early.* (Infinitive and an adverbial modifier)

An infinitive, together with the word or the words used to complete its meaning or to modify it, may be called an *infinitive phrase.* Each of the five sentences in the preceding paragraph contains an infinitive phrase.

Exercise 78

In the following sentences point out each infinitive and infinitive phrase and explain its use as a noun:

1. To refuse his request seemed selfish.
2. All of us wanted to attend the circus.
3. Our greatest difficulty was to convince him.
4. Our hope is to find the child alive.
5. It took Fred and me an hour to start the car.
6. Mother had told us to return home early.
7. To refuse the offer required great courage.
8. Marjorie, I want to congratulate you.
9. A policeman's duty is to enforce the law.

10. It is a policeman's duty to enforce the law.
11. I desire to borrow these books.
12. It is illegal to counterfeit money.
13. It is my expectation to attend college.
14. Mother's advice to us was to take our raincoats.
15. For two years I have tried to learn to play golf.

80. Cautions in the Use of Infinitives

1. When the infinitive *to be* has a subject, which must be in the accusative, or objective, case, a predicate pronoun used with *to be* must be in the accusative case, to agree with the subject of the infinitive.

a. They believed me to be *him.*
b. He thought her to be *me.*
c. Did you expect us to be *them*?
d. *Whom* did you take us to be?

When the infinitive *to be* has no subject, the predicate pronoun is in the nominative case, to agree with the subject of the sentence or clause in which it stands.

a. I was believed to be *he.*
b. She was thought to be *I.*
c. Were we expected to be *they*?
d. *Who* were we taken to be?
e. Should you like to be *I*?
f. No, I should like to be *she.*

2. An infinitive and a predicate verb should always be in proper tense sequence. The perfect tense of the infinitive should not be used except to express time earlier than that expressed by the predicate verb. In most sentences the present infinitive is correct.

a. I should have liked to go (*not* to have gone).
b. We had expected to see (*not* to have seen) you there.
c. You ought to have told me earlier.

In sentence *c* the time expressed by the perfect tense of the infinitive is earlier than that expressed by the predicate verb.

3. The noun or pronoun denoting the person responsible for the action or state indicated by the infinitive should always be expressed; otherwise the infinitive will not be attached, or related, to the proper word.

Correct: *To open* the door, *we* had to obtain a key.
Incorrect: *To open* the door, a key had to be obtained.
Correct: *To look* at him, *you* would not think him ill.
Incorrect: *To look* at him, he does not seem ill.

4. Do not split an infinitive by placing a word or a group of words between *to* and the infinitive.

Correct: She seems not *to care* very much.
Incorrect: She seems *to* not *care* very much.
Correct: They seem *to have disappeared* long ago.
Incorrect: They seem *to* long ago *have disappeared.*

Exercise 79. Extra Credit

Write the following sentences, supplying in each blank the proper case-form of a personal pronoun of the first or the third person, of a relative pronoun, or of an interrogative pronoun, according to the sense. If a sentence is in the transposed order, you will find it helpful to rearrange it in the natural order before you try to determine the case of the pronoun required.

1. I should hate to be ——.
2. Everyone believed him to be ——.
3. —— did they suppose him to be?
4. She believed us boys to be ——.
5. I think that Agnes must be ——.
6. Mother knew the guilty person to be ——.
7. I met a man —— I supposed to be ——.
8. No one believed us to be ——.
9. —— did Laura take Miss Ames to be?
10. Were we supposed to be ——?
11. How I wish that I were ——!

12. —— am I supposed to be?
13. —— should you like to be?
14. I wonder if she expected me to be ——.
15. Yonder is the girl —— was thought to be ——.

Exercise 80

Read aloud each of the following sentences, using the proper tense of the infinitive. Give a reason for the choice of each infinitive.

1. I should have liked (to see, to have seen) the play.
2. The game was scheduled (to have been played, to be played) last Saturday.
3. We had intended (to spend, to have spent) a week in Paris.
4. That man is said (to have gone, to go) around the world.
5. Enough rain had fallen (to have made, to make) the roads almost impassable.
6. I was very eager (to see, to have seen) Mexico City.
7. Were we supposed (to refuse, to have refused) the invitation?
8. It would not have been possible for me (to attend, to have attended) the meeting on that date.
9. You ought (to write, to have written) now, though, really, you ought (to have written, to write) a month ago.
10. Did you wish (to have seen, to see) the reporter?

Exercise 81

Rewrite each of the following sentences, supplying the noun or pronoun to which the infinitive is intended to refer:

1. To make sure of reservations, a telegram was sent to the manager.
2. To prepare the assignment, a dictionary was needed.
3. To judge from the way he lives, he must be a wealthy man.
4. To complete the work on time, more men had to be hired.
5. To prove his sincerity in making the offer, a deposit was given to the agent.

Exercise 82

Rewrite each of the following sentences so as to avoid the split infinitives:

1. He seemed to not know what he was talking about.
2. They were supposed to in some way have been delayed.
3. He was instructed to personally do the work.
4. Her desire was to never be conspicuous.
5. His employer offered to at once increase his salary.

They Enjoy Using Infinitives and Gerunds

THE GERUND (VERBAL NOUN)

81. Nature and Forms of the Gerund

A gerund is a verbal noun ending in *-ing*. It may be used like an ordinary noun in most of the nominative and accusative (objective) case uses illustrated in sections 39 and 40.

1. *Seeing* is *believing*.
2. She enjoys *reading*.
3. *Swimming* is good exercise.
4. Will she never cease *talking*?

Unlike ordinary nouns, gerunds have tense and voice.

	Active	Passive
Present:	giving	being given
Perfect:	having given	having been given

Like a verb, a gerund may take a direct object, sometimes both a direct and an indirect object, if its meaning permits. It may also take a predicate noun or pronoun or

a predicate adjective, and it may have adverbial modifiers. As a noun, it may be modified by an adjective.

1. *Playing tennis* is good exercise. (Gerund and direct object)
2. *Giving him advice* is useless. (Gerund and direct and indirect objects)
3. I never dreamed of its *being you.* (Gerund and predicate pronoun)
4. His *becoming angry* surprised us. (Gerund and predicate adjective)
5. *Talking too much* is his worst fault. (Gerund and adverbial modifier)
6. *Rapid eating* often impairs digestion. (Gerund and adjective modifier)

A gerund, together with the word or the words that complete its meaning or modify it, may be called a *gerund phrase.* Each of the six sentences in the preceding paragraph contains a gerund phrase.

Exercise 83[1]

In the following sentences point out all gerunds and gerund phrases, and explain the use of each. Do not confuse gerunds with other words ending in *-ing.*

1. Hunting and fishing were their chief occupations.
2. We could hear the droning of the motors far up in the sky.
3. My favorite winter sports are skating and skiing.
4. Eleanor's singing pleased the audience.
5. Helping the needy was his greatest delight.
6. In the evening I enjoy reading a good novel.
7. My uncle's avocation is raising goldfish.
8. Father dislikes driving an automobile.
9. Earning the money during the summer was difficult.
10. He taught us boxing, wrestling, and fencing.

[1] For pupils who need additional drill, see Tanner's "Exercises in Correct English" (complete edition), Exercise 28, or Book I, Exercise 24, Part II.

82. Cautions in the Use of Gerunds

1. A possessive adjective or a noun in the possessive case, not in the nominative or accusative, should be used before a gerund or a gerund phrase in such sentences as the following:

a. What do you think of Jane's (*not* Jane) studying music?
b. Had you heard of his (*not* him) winning the race?
c. We could not account for their (*not* them) leaving so early.

2. The noun or pronoun to which a gerund is intended to refer should always be expressed in the same sentence in which the gerund stands.

Correct: After *reading* the book, *I* returned it.
Incorrect: After *reading* the book, it was returned.
Correct: In *driving* home, *we* met with an accident.
Incorrect: In *driving* home, an accident occurred.

Exercise 84

Some of the sentences in the following exercise contain errors in the use of gerunds and in the use of nouns and pronouns. Point out these mistakes, and read aloud the corrected sentences.

1. In moving our furniture, some of it was damaged.
2. By applying early, good seats may be obtained.
3. There seemed to be little chance of him recovering.
4. On finding the door locked, she searched for her key.
5. The idea of our team losing the game never occurred to us.
6. We felt certain of its being an easy game to win.
7. By working harder, success might have been your reward.
8. We postponed our trip because of John being ill.
9. Before leaving the house, all the windows were fastened.
10. Without hurrying, they completed the work on time.
11. What was the reason for Tom trying to sell the car?
12. After completing the picture, it was framed and hung in his bedroom.

13. What objection did she have to you accompanying me?
14. By doing better work than the rest, he won promotion.
15. Who ever heard of him refunding any money?

THE PARTICIPLE (VERBAL ADJECTIVE)

83. Nature and Forms of the Participle

A participle is a verbal adjective. Like an ordinary adjective, it may be used to modify a substantive in the various ways illustrated in section 63.

1. I have an *aching* tooth.
2. It was an *amusing* story.
3. That is a *stolen* car.
4. He is a *retired* officer.
5. He felt *exhausted.*
6. She seemed *amused.*
7. I left the car *locked.*
8. He had his book *illustrated.*

Unlike ordinary adjectives, participles have tense and voice.

	Active	Passive
Present	giving	being given
Past	given	given
Perfect	having given	having been given

The perfect participle is sometimes called the phrasal past participle.

Like a verb, a participle may take an object if its meaning permits. It may likewise have adverbial modifiers.

1. *Calling the boy,* I questioned him. (Participle and direct object)
2. He introduced himself, *handing me his card.* (Participle and direct and indirect objects)
3. *Laughing merrily,* she greeted us. (Participle and adverbial modifier)

A participle, together with its object or objects or its modifier or modifiers, may be called a *participial phrase.* Each of the three sentences in the preceding paragraph contains a participial phrase.

Exercise 85[1]

In the following sentences point out and explain the use of each participle or participial phrase:

1. The speeding car skidded on the slippery road.
2. A singing bird sat on a flowering shrub.
3. My father appeared distressed by the news.
4. The crying child was alone in the parked car.
5. The trembling dog crouched beside the frightened boy.
6. We watched an airplane flying high overhead.
7. She seemed alarmed at the report.
8. They had been delayed by a blinding snowstorm.
9. We found a tempting meal prepared for us.
10. I gazed at a butterfly floating on the water.

84. Present Participle and Present Gerund Distinguished

The present participle and the present gerund are identical in form; but the participle is an adjective, whereas the gerund is a noun.

Participle	Gerund
1. The *playing* child seems happy.	1. She enjoys *playing.*
2. I watched the *flying* bird.	2. *Flying* thrills me.
3. She saw the *sleeping* baby.	3. *Sleeping* refreshed them.

The present participle modifies a substantive by describing it, whereas the present gerund is the name of an action or a condition.

When the present gerund is used as an adjective or as the adjective element in a compound noun, or noun phrase, it may be distinguished from the present participle in the ways illustrated in the following examples:

1. A *sleeping* car (= a car *for sleeping*). (Gerund)
2. A *sleeping* dog (= a dog *that sleeps*). (Participle)

[1] For pupils who need additional drill, see Tanner's "Exercises in Correct English" (complete edition), Exercise 27, or Book I, Exercise 24, Part II.

3. A *dancing* lesson (= a lesson *in dancing*). (Gerund)
4. A *dancing* partner (= a partner *who dances*). (Participle)
5. A *traveling* bag (= a bag *for traveling*). (Gerund)
6. A *traveling* man (= a man *who travels*). (Participle)

85. Cautions in the Use of Participles

1. The past participle cannot be used alone as a predicate verb. Avoid, therefore, confusing it with the past tense.

a. The bell rang (*not* rung) before I reached school.
b. We did (*not* done) what we could to make her comfortable.
c. I could not understand why everyone began (*not* begun) laughing.

2. Do not use the past tense for the past participle in making perfect-tense verb phrases and in forming the passive voice.

a. All of them had gone (*not* had went) home.
b. The three letters have been written (*not* have been wrote).
c. We had sung (*not* had sang) several school songs.

3. A participle and a predicate verb should always be in proper tense sequence. Do not use a present participle unless it denotes an action going on at the same time as the action expressed by the predicate verb.

a. Having locked (*not* locking) the door, he ran to the elevator.
b. Having been injured (*not* being injured) in the wreck, they were carried to the hospital.

4. The noun or pronoun denoting the person responsible for the action or state indicated by the participle should always be expressed; otherwise the participle will not be attached, or related, to the proper word.

Correct: Having missed the train, *we* could do nothing but wait.
Incorrect: Having missed the train, there was nothing to do but wait.
Correct: Being an orphan, *I* was treated kindly by my friends.
Incorrect: Being an orphan, my friends treated me kindly.

Exercise 86

In the following sentences point out, explain, and correct all errors resulting from the confusion of the past tense and the past participle. Give the principal parts of each verb that is wrongly used. Read the corrected sentence aloud.

1. Before I reached home, my feet had almost froze.
2. I have forgot what become of the heroine of the story.
3. He had began to recite when the bell rung.
4. After they had ate and drank, they felt better.
5. He taken two men with him and done the job in one day.
6. They had all went away before we come.
7. The waves had broke the anchor chain and had drove the boat ashore.
8. Instantly he had sprang into the lake and had swam to the struggling boy.
9. If you had spoke to me or had wrote to me about wanting a job, I might have been able to find one for you.
10. I had fell out of a tree and had tore my coat.

Exercise 87

Rewrite the following sentences, making the tense sequence of the participle and predicate verb correct in those sentences where it is violated, and supplying the noun or pronoun to which the participle should refer in those sentences where it is not expressed:

1. Hanging up his overcoat and hat, he entered the room.
2. Being in a hurry to catch the car, the package was forgotten.
3. Not having heard from them, it was supposed that they were not coming.
4. It was decided to leave at once, being alarmed by the report.
5. Rowing a mile farther up the river, we reached camp.
6. Being a young puppy, we did not punish him for spoiling the flower bed.
7. Having written the letter, it was mailed at once.

8. Looking out of the window, an interesting sight met my eyes.
9. Leaving home later than usual, we nevertheless arrived at school on time.
10. Being a sullen man, we children were afraid of our uncle.

Exercise 88

In the following sentences point out each present participle and present gerund, and show that it is a participle or a gerund by explaining its use in the sentence:

1. The shooting of game birds is regulated by law.
2. On the table were a drawing board and a shading pen.
3. The noise of the creaking chair annoyed me.
4. The creaking of the rocking-chair annoyed me.
5. A traveling man rarely carries a walking stick.
6. The boy approaching me said, "Please pardon my disturbing you."
7. Growing children should have nourishing food.
8. Why did you take the ironing board to the sleeping porch?
9. One of the surest ways of ruining a youth is to give him too much spending money.
10. Each member of the camping party was asked to show his hunting license.
11. He stirred the glowing coals with one of the branding irons.
12. Several owners of fishing boats were fined for selling short lobsters.
13. The air was stifling with the smell of burning leaves.
14. After having completed the excavation, the men began building the house.
15. The melting snow had made every little stream a roaring torrent.

CUMULATIVE EXERCISE

A. Write each of the following sentences, using the correct pronoun, verb, adjective, preposition, or conjunction:

1. Several pupils made higher grades on the test than (me, I).
2. (Whom, Who) do you suppose those people are?
3. Someone told me (he, they) saw you in New York.

4. Jane often (lies, lays) in bed later than (I, me).
5. (That, Those) kind of problems are difficult for me.
6. Helen and (myself, I) were different (from, than) most other children.
7. If I (was, were) as studious as (she, her), I might make better grades.
8. There will be a large crowd (unless, without) it rains.
9. Tom plays as good a game, if not better, than (he, him).
10. They acted (like, as if) they thought they were better than Judith and (me, I, myself).

B. Rewrite each of the following sentences, correcting all errors in which nouns, pronouns, verbs, adjectives, adverbs, infinitives, gerunds, and participles are involved:

1. Being well prepared, the examination was easy for her.
2. John denying that he did it sure made me angry with him.
3. Will we need to take our raincoats to the game with us?
4. To make a good cake, the recipe should be followed.
5. After paying his debts, only a little money was left.
6. I should have liked to have accompanied you to the play.
7. Being their only child, Edith's parents spoiled her.
8. Edward seems to almost always have good luck.
9. We were all surprised at him refusing to help us.
10. After having looked everywheres for him, the search was finally given up.

Achievement Test 1

List in order each infinitive or infinitive phrase, each gerund or gerund phrase, and each participle or participial phrase that you find in the following sentences. After each tell what it is, and state its use in the sentence.

SCORE: 5 points for each word or phrase listed

1. To fail would be most humiliating.
2. The boy visiting me wanted to see the exhibit.
3. Jack, your whistling disturbs my studying.
4. Whistling girls have been compared to crowing hens.

5. Seeing all his customers kept the traveling man busy.
6. The ambition of many rising young lawyers is to enter politics.
7. Earning all his money by hard work taught him early in life to save.
8. Her business is catering to paying guests.
9. The man driving the speeding car was arrested.
10. Has my coming prevented your going to the game?

Achievement Test 2

Rewrite the following sentences, correcting all errors in which infinitives, gerunds, participles, nouns, and pronouns are involved:

SCORE: 5 points for each error corrected

1. The trouble begun by Frank calling me a liar.
2. Losing my ticket, admission to the theater was refused.
3. In the darkness she supposed Catherine to be I.
4. To remove the stain, several chemicals were tried.
5. He had wrote me that he hoped to sometime repay me.
6. I should have liked to have done just what you done.
7. In unpacking the china, one piece was broke by my mother.
8. Being alone in the house, the noise frightened me.
9. After hearing the composition, criticism was given by the members of the class.
10. Being our guest, we were surprised that he should say such a thing as that.
11. My twin sister was thought by several persons to be me.
12. Having passed the physical test, the physician gave me a health certificate.
13. I shall never forget him telling me to always keep both hands on the steering wheel.
14. To establish her claim to the property, several documents were produced.
15. Being an honest man, everyone in the community trusted my uncle.

CHAPTER VII

Independent Elements in the Sentence

86. What an Independent Element Is

A word or a group of words that has no grammatical connection with the sentence in which it stands is called an *independent element*. Independent, or parenthetic, elements are separated from the rest of the sentence by some mark of punctuation. (For punctuation see sections 111; 112, 13; 115, 2; and 116, 1.)

Independent elements include (1) interjections, (2) other words used independently, (3) phrases used independently, and (4) clauses used independently.

87. Interjections

An interjection is a word or an exclamatory sound that is used to express feeling or emotion, to call attention, or to represent a sound.

ah	pshaw	ahem	splash
alas	ugh	hello	swish
bah	amen	hist	bowwow
hurrah	bravo	pst	buzz
O	boo	listen	ding-dong
oh	splendid	bang	tick-tock

Sometimes two or more words are used as exclamations with the force of interjections.

for shame	well done	never again
good gracious	dear me	stuff and nonsense
great heavens	bless me	well, of all things

88. Other Words Used Independently

1. Nominative of address. A noun or a pronoun used for the purpose of addressing a person or animal directly is called a nominative of address. Since it is not connected with the verb, it is an independent element. It is set off from the sentence by a comma or by commas.

a. *Fred*, is that you?
b. Where are you, *Jane*?
c. Yes, *mother*, I am coming.
d. *You*, stop worrying that dog.

2. Nominative or accusative of exclamation. A noun or a pronoun, in either the nominative or the accusative case, used as an exclamation is an independent element.

a. *Peace*, be still.
b. Look! A *snake*!
c. Lucky *we*!
d. Unfortunate *me*! That's always my luck.

3. Transitional and parenthetic words. A word, such as *indeed*, *however*, *moreover*, *besides*, *therefore*, *furthermore*, *then*, or *well*, when used either at the beginning of a sentence or parenthetically within a sentence as a transitional device showing the connection of the sentence in which it stands with the sentence that has preceded, is employed independently.

a. That, *indeed*, was not my original plan.
b. I suppose, *however*, I might do as you suggest.
c. *Besides*, what difference will it make in the end?

89. Phrases Used Independently

Phrases introduced parenthetically into a sentence or standing at the beginning or at the end and having no grammatical connection with the sentence are used independently.

1. I am, *to be sure*, a rather imaginative person.
2. *After all*, what you said was not unkind.
3. You certainly have nothing to regret, *in any event*.
4. The report submitted was, *generally speaking*, satisfactory.

90. Clauses Used Independently

Like phrases, certain clauses may be used independently when introduced parenthetically or when standing at the beginning or at the end of a sentence and having no grammatical connection with the sentence.

1. You have heard, *I suppose*, what happened to him.
2. *As I was saying*, he was always an adventurous youth.
3. I was a little surprised at the outcome, *I must confess*.

Exercise 89

In the following sentences point out each word, phrase, or clause that serves as an independent element. Notice carefully the punctuation used with each.

1. They may, of course, reject the whole plan.
2. Oh, well, there is no need to worry about it.
3. You! What do you know about law, pray tell me?
4. Oh, tell me, by the way, where he is living now.
5. You will, I trust, forgive me for disappointing you.
6. Bravo! That was an excellent talk you made.
7. His encouragement was, moreover, just what I needed.
8. Pshaw! Forget all about it, my friend.
9. Extravagant boy! He will never learn the value of money.
10. Good enough! We shall see you, then, at the theater.
11. To come to the point at once, where can you get the money?
12. You will, I am afraid, find it hard to interest him.
13. Impractical Vivian! Dear me, she'll always be only a child.
14. That, believe it or not, was what she wore to the party, my dear.
15. Well, of all things! But she is just that kind of person.

PART TWO

The Composition of Sentences

BLOCK BOOKS WERE MADE BY CARVING THE PAGES ON BLOCKS OF WOOD TAKING RUBBINGS FROM THESE BEFORE GUTENBERG'S INVENTION
1400

GOOD SENTENCES AND CLEAR THINKING

A GOOD sentence is one that conveys to others your exact meaning. It expresses your thought clearly and effectively in language that is correct and readily understood. To make a good sentence, you must think clearly, first of all, of what you wish to say; for, unless a thought is clear to you, you cannot make it clear to others. You must likewise think clearly in choosing the right words and in arranging them to form the sentence that best suits your purpose. The building of a good sentence is not a matter of guesswork and mere imitation. It requires clear thinking and ability to apply intelligently the rules of sentence composition.

Part Two will afford you considerable practice in applying what you have learned in the preceding chapters. It will make you better acquainted with the different types of sentences, and will teach you to recognize and to use phrases and clauses as elements of the sentence. It will help you to gain greater skill in your use of capitalization and punctuation as aids in rendering the meaning of sentences definite and clear. It will provide you with valuable practice both in building original sentences and in revising and improving sentences that are faulty.

In your work in sentence-building you should refer to the preceding chapters whenever you are in doubt as to any point in grammar. You will often find it helpful to consult the chapters on the use of words and the chapter on spelling, which come later in this book.

CHAPTER VIII

Building Sentences

Test Exercise I

Study each of the following groups of words to determine whether or not it is a sentence. Write out each group of words that is not a sentence, rearrange the words if necessary, and add any words that may be required to make a sentence of it. Write the number of each group of words in the exercise that is a sentence as it stands, and leave the space on your paper blank.

SCORE: 10 points for each sentence

1. The two boys with whom I made the trip.
2. Though we had hoped to make the trip in five hours.
3. Since the filling stations were all closed at that hour.
4. Why some people fail to accomplish more in life.
5. Why do some people fail to accomplish more in life?
6. Whether the family was entitled to aid from the city.
7. But much less than was needed to support the family.
8. Having inherited a moderate fortune from his father.
9. Which had soon been wasted in extravagant living.
10. Fortunate is the person who finds pleasure in his work.

Test Exercise II

List in order each group of italicized words in the following sentences. After each group of words state whether it is a phrase or a subordinate clause, and tell whether it is used as a noun, as an adjective, or as an adverb.

SCORE: 5 points for each group of words

1. *Since I had an accident,* I do not enjoy *driving my car.*
2. *To raise the money* required a campaign *lasting two months.*
3. Her efforts *to gain popularity* amused everyone *who knew her.*
4. *During the conversation* she told several of us *why she was giving the party.*
5. The question *that caused us most worry* was *how we could get the money.*
6. *After holding several conferences,* we decided *to postpone taking the trip.*
7. Many people *who are unhappy* enjoy *making other people unhappy.*
8. *When we asked them,* they would not tell us *where they had been.*
9. We lived *for several years* in a town *where paper-making was the chief industry.*
10. *In all his dealings* he treats others *as he desires to be treated.*

SIMPLE SENTENCES

91. Elements of a Simple Sentence

A simple sentence contains only one subject and one predicate. It may consist of a simple subject and a simple predicate. The subject or the predicate or both the subject and the predicate may, however, be compound. In the complete subject and in the complete predicate, phrases as well as words may be used. (See sections 4, 5, and 6.)

Exercise 90[1]

Review sections 1–6. Then proceed as follows in dealing with each of the simple sentences given below: (1) Point out the complete subject and the complete predicate, and tell whether each is simple or compound. (2) Indicate the subject substantive or substantives and the predicate verb or verbs.

[1] For pupils who need additional drill, see Tanner's "Exercises in Correct English" (complete edition), Exercise 31, or Book I, Exercise 27.

1. My youngest brother has made two radio sets.
2. Several of my ancestors were sailors.
3. My cousin and I had measles at the same time.
4. Helen was nominated and was unanimously elected.
5. Father and mother wrapped and mailed all their Christmas packages early.
6. The salesman took my money, but failed to give me any receipt.
7. When will the next civil-service examination be held?
8. Each of the children received a gift and went home happy.
9. Habitual hurrying and worrying are enemies of good health.
10. My uncle and his partner buy and sell real estate.

Exercise 91

Write ten original simple sentences according to the directions given below:

1. Four sentences, each with a simple subject and a compound predicate.
2. Four sentences, each with a compound subject and a simple predicate.
3. Two sentences, each with a compound subject and a compound predicate.

Exercise 92

Study the rules for the use of capital letters in section 107 and the rules for punctuation in sections 109, 110, 111, and 112, 1, 2, and 3. Your teacher will dictate to you in class sentences that will test your mastery of these rules.

92. Phrases as Elements of the Sentence

In our study of the parts of speech we have learned that words have various uses as elements of the sentence. In our study of verbs, prepositions, infinitives, gerunds, and participles we have become acquainted, to some extent, with groups of words used as certain parts of speech. Such groups of words, we noticed, may be called phrases.

A phrase is a group of closely related words that is used as a part of speech, but that does not contain both a subject and a predicate. The illustrations that follow will serve as a summary of what we have learned about phrases and will show how they function, like single words, in simple sentences:

1. As a noun. An infinitive phrase, a gerund phrase, or any other group of words serving as the name of an action, condition, or idea may be used as a noun.

a. *To see them again* was pleasant.
b. All of us hated *to say good-by.*
c. *Visiting her friends* made her happy.
d. Washington was called *the Father of his Country.*

2. As an adjective. A prepositional, infinitive, or participial phrase may be used as an adjective.

a. The outcome *of this story* is disappointing.
b. Our neighbor always has time *to help his friends.*
c. The note *accompanying the gift* was amusing.

3. As an adverb. A prepositional, infinitive, or participial phrase may be used as an adverb.

a. The dog woke me *by his excited barking.*
b. He welcomed his guests cordially *at the door.*
c. She was too much frightened *to speak coherently.*
d. Next Christmas I will come *to see you again.*
e. *The rain having ceased,* we continued our journey.

NOTE. A nominative-absolute phrase, as in sentence *e*, is generally used as an adverb (see section 39, 4.)

4. As a verb. A verb with one or more auxiliaries constitutes a verb phrase (see sections 48 and 58).

a. We *were discussing* the last concert.
b. The report *has* already *been given.*

5. As an independent element. A phrase loosely introduced into the sentence and having little, if any, gram-

matical connection with the sentence is said to be used independently. An independent phrase usually serves to suggest the thought relationship existing between the sentence in which it stands and the preceding sentence. (See section 89.)

a. This sentence, *for example*, contains a phrase used independently.

b. His offer deserves, *to be sure*, further consideration.

Exercise 93

As a means of supplementing the information you derived from section 92, review sections 73, 79, 81, 83, and 89.

Exercise 94[1]

In the following sentences point out all phrases. If the phrase is used as a noun, explain its particular construction in the sentence. If a phrase is used as an adjective or as an adverb, tell what word or words it modifies.

A

1. I always enjoy seeing a good play.
2. Washing dishes is my pet aversion.
3. To obtain the contract required great skill in arguing.
4. The time for sowing these seeds has now passed.
5. By starting very early we made the trip in one day.
6. What, by the way, have you been reading lately?
7. He refused to consider the danger confronting him.
8. For several hours grandfather had been sitting in his chair.
9. A car resembling ours was parked in front of the house.
10. With bands playing and colors flying, the cadets, wearing their new uniforms, marched down the street.

[1] For pupils who need additional drill, see Tanner's "Exercises in Correct English" (complete edition), Exercise 33, or Book I, Exercises 32 and 35, Part I.

B

1. The money for his expenses my brother earned by selling papers.

2. Everyone attending the game was drenched by the downpour.

3. Finding a place to park the car made my brother late in joining us.

4. The owner of the building gave my father a mortgage on his property.

5. A young man selling magazine subscriptions greeted me at the door.

6. During my early years I learned to save my money and to spend it wisely.

7. I remember his telling that story once before at a school assembly.

8. After the great fire the owners of property began the work of reconstruction.

9. Answering the questions of tourists requires an inexhaustible supply of information and patience.

10. In the evening the members of my family enjoy hearing an account of my experiences.

Exercise 95

As a means of gaining greater familiarity with phrases used as parts of speech in the sentence, review Exercises 73, 78, 83, and 85.

Exercise 96

Write, according to the directions given below, original simple sentences, and draw one line under each phrase the use of which you are illustrating:

1. Two sentences containing phrases used as nouns.
2. Two sentences containing phrases used as adjectives.
3. Two sentences containing phrases used as adverbs.
4. Two sentences containing phrases used independently.
5. Two sentences containing verb phrases.

Exercise 97

Make a thorough study of each of the simple sentences given below, proceeding as follows: (1) Indicate the complete subject and the complete predicate. (If a sentence is arranged in the transposed order, rearrange it in the natural order.) (2) Point out the subject substantive or substantives, and give the modifiers. (3) Point out the predicate verb or verbs, and indicate the modifiers, objects, or predicate nominatives.

A

1. The old man shook his head hopelessly.
2. Work of almost every description is beneficial.
3. The life of the backwoodsmen was one long struggle.
4. The son often worked in the shop with his father.
5. Many school buildings are used by the people of the community for social gatherings.
6. Plants and animals need oxygen for the process of respiration.
7. The winters she generally spent in the city with her aunt.
8. Wonderful are the works of nature.
9. A wedding was always an occasion of great festivity.
10. Our neighbors, the Bancrofts, have had three cooks since Christmas.
11. Most American cities are governed by a council and a mayor.
12. Our summer cottage contains three bedrooms, a bathroom, and a large living-room.
13. A growing child is constantly forming more bone, more muscle, and more blood.
14. Success grows out of struggles to overcome difficulties.
15. What joy an aviator must experience in flying!

B

1. Never again will I take a dose of medicine in the dark.
2. Our cook told mother an amusing anecdote the other day.
3. Can you identify your baggage, Madam?

4. I always enjoy strolling through an open-air market.
5. Our teacher of civics gave us a clear explanation of taxes and taxation.
6. The life of a lighthouse-keeper is extremely monotonous.
7. Travel contributes much to a person's education.
8. The discovery of oil has made many changes in the landscape around my home.
9. How different my brother and I are!
10. The radio has become a very effective advertising medium.
11. Great literature has a refining influence on appreciative readers.
12. For hours at a time the two dogs would run and play.
13. Never before had I experienced such humiliation.
14. Whom did the class elect president?
15. Idle people are always making trouble for themselves and others.

COMPOUND SENTENCES

93. Elements of a Compound Sentence

A compound sentence contains two or more principal, or independent, clauses that are coördinate and closely related in thought. Usually the relationship between the clauses in a compound sentence is indicated by an appropriate connective; but if the relationship is clearly implied, no connective need be used.

1. The gale had ceased, and the tattered sails now flapped idly in the evening breeze.
2. Some trees grow rapidly, but their wood is soft and they break easily.
3. School spirit is not noise; it is an attitude of mind and heart.
4. He failed to get my letter, or else the offer did not appeal to him.
5. Either they started late, or some accident has delayed them.
6. You have not completed your task; hence you cannot go.
7. The doctor must have been delayed by an accident, for he always responds promptly to a call.

For the rules governing the use of marks of punctuation between the clauses of compound sentences see sections 112, 11, and 113, 1, 2, and 3.

Exercise 98

A. In each of the following compound sentences point out the principal, or independent, clauses, and indicate the connective, if one is used.

B. Study the rules for punctuation in sections 112, 11; 113, 1, 2, and 3; and 114, 2. Then account for all the punctuation used between the members of the compound sentences in this exercise.

A

1. All men of the tribe joined in the hunting expeditions to provide food, and all took part in warfare to protect the tribe from its enemies.

2. Timber existed in abundance, the soil was fertile, and springs and streams were plentiful.

3. Not only was the chopping down of the forests the first preliminary to cultivation, but it was also the surest means of subduing the Indians.

4. America is a land of hope, and a land of hope is a land of good humor.

5. The great trees towered aloft, and the rank underbrush choked the spaces between the trunks.

6. These strolling laborers never ask your name or your past history, but they are always ready to listen to all your experiences and to tell you theirs.

7. Dickens's novels I read and loved, and they opened a new world for me.

8. The river is now alive with a strange new life: shrieking steamboats race up its muddy current; long strings of flatboats float down past bustling river ports and sleepy plantations.

9. What an opportunity he had to prepare himself for a life of usefulness; yet how poorly he used it!

10. In speaking, as in writing, Roosevelt was always full of force and energy; he drove home his arguments and never was misunderstood.

11. He would never sacrifice a principle, but he was eminently tolerant of honest differences of opinion.

12. He had but one standard, one test: a man, rich or poor, must be an honest man, a good citizen, and a good American.

B

1. For years Dr. Osgood had served faithfully as the only physician in the little settlement; hence his death caused great sadness among the remaining inhabitants.

2. What do we mean by putting money to work, and how do banks make it earn money?

3. The winter was severe, and many of the colonists died, yet the survivors struggled bravely on.

4. A large crop has been planted, and the season has been favorable; therefore business men of all classes should feel encouraged about the future of this section.

5. Some boys and girls devote too much time to athletics; others stick too closely to their studies.

6. Form the habit of thrift early in life, or you may never form it.

7. An education should help a person to live a happy and successful life; it should increase his capacity for the enjoyment of finer things; yet many persons use it only for making a living.

8. Where have you traveled, and what have you seen?

9. Was she a friend of yours, or were you merely traveling with her?

10. Consider carefully both sides of the question; otherwise, you may make a costly blunder.

11. His lips were motionless, and he held his hands resolutely clasped.

12. Instincts are inborn; they work automatically; they are in some ways as much a part of an animal as hair, fur, feathers, or skin.

13. The Baldwins must have gone out this evening, for there is no light in their house.

Exercise 99

After studying each of the following pairs of clauses, convert them into a compound sentence by supplying orally in the blank space the connective that best expresses the relationship existing between the two clauses. Explain all punctuation.

1. Morning came, —— there was no sign of life in the camp.
2. Finally the curtain rose, —— the play began.
3. She desired to win the scholarship; —— she studied diligently.
4. Give close attention, —— you may not understand the assignment.
5. What did he ask you, —— what did you say?
6. She will be elected, —— she is well liked by all the pupils.
7. Not only did their crops fail, —— they lost many farm animals during the hard winter following.
8. Shall we call for you, —— will you meet us at the theater?
9. Mr. Leighton is not in his office today; —— you will not be able to see him.
10. I tried to cash the check at the bank, —— I had no one to identify me.

Exercise 100

Make good compound sentences by adding to each of the simple sentences given below an appropriate principal, or independent, clause. Be sure that each added clause expresses a closely related thought. Punctuate correctly.

MODEL

Simple sentence: Yesterday was very warm.
Compound sentence: Yesterday was very warm, but today is pleasant.

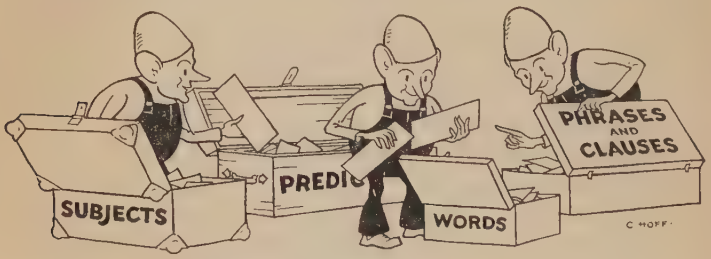
1. At last vacation had come.
2. I bought the suit last Tuesday.
3. Was the suit charged to your account?
4. The next morning I was feeling much better.
5. We shall probably have rain before morning.

6. The banker refused to lend him any more money.
7. The city was crowded with delegates to the convention.
8. His friends remembered seeing him early that morning.
9. The cost of living will likely be higher next year.
10. Early in life we should become acquainted with good books.

COMPLEX SENTENCES

94. Elements of a Complex Sentence

A complex sentence consists of one principal clause and one or more subordinate clauses.



Sentence Builders at Work

A subordinate clause is a group of words that, like a phrase, is used as a single part of speech; but, unlike a phrase, it contains a subject and a predicate.

1. That the report was true.
   Who informed him.
   When we went to his office.

Each of these groups of words contains a subject and a predicate, but it does not express a complete thought. Our minds wait for something to be added.

2. The principal told us *that the report was true.*
   The man *who informed him* was the school physician.
   We were told the news *when we went to his office.*

When we join to the clauses in group 1 other clauses, as in group 2, we state three complete thoughts. The clauses

in group 1 depend on other clauses for their meaning and are called *subordinate*, or *dependent*, clauses. The clauses *The principal told us*, *The man was the school physician*, and *We were told the news* are independent, because they make assertions that do not depend on the rest of the sentence. They could stand alone. The sentences in group 2, each of which contains a principal clause and a subordinate clause, are complex sentences.

In a complex sentence a subordinate clause may be used as a noun, as an adjective, or as an adverb.

95. Subordinate Clauses Used as Nouns

In most of the constructions in which nouns are used in the nominative, the accusative, and the dative case, subordinate clauses may be used (see sections 39, 40, and 41).

1. *That you are wrong* is evident. (Subject of a finite verb)
2. *Why he left* is a mystery. (Subject of a finite verb)
3. My only excuse is *that I overslept.* (Predicate nominative)
4. The agent told us *that the train was late.* (Direct object)
5. Do you know *who that man is*? (Direct object)
6. I know *when he escaped* and *where he is now.* (Direct object)
7. We were told *that the train was late.* (Retained object)
8. I will give *whoever finds the purse* a reward. (Indirect object)
9. We could see them from *where we stood.* (Object of a preposition)
10. I am certain of one thing, *that he is not in this house.* (In apposition with the noun *thing*)

A clause used as a noun may be introduced by (1) an interrogative pronoun or adjective, as *who, whom, which, what*; (2) the possessive pronoun or adjective *whose*; (3) an interrogative adverb, as *where, when, why, how, whence, whither*; or (4) a subordinating conjunction, as *that, whether, if* (= *whether*), *but* or *but that* (= *that . . . not*).

96. Cautions in the Use of Noun Clauses

1. A clause introduced by the subordinating conjunction *because* should not be used as the subject of a sentence.

Correct: The fact *that you were absent* is no excuse.
Incorrect: *Because you were absent* is no excuse.

2. A clause introduced by the subordinating conjunction *because, when,* or *where* should not be used as a predicate nominative.

Correct: The reason I am late is *that I missed the first train.*
Incorrect: The reason I am late is *because I missed the first train.*
Correct: Charleston is the city *where I was born.* (Adjective clause)
Incorrect: Charleston is *where I was born.*
Correct: Ten o'clock is the time *when we leave.* (Adjective clause)
Incorrect: Ten o'clock is *when we leave.*

Exercise 101 [1]

In the following sentences point out each clause that is used as a noun, and tell its construction in the sentence:

A

1. When he will return is uncertain.
2. Do you know where he went?
3. We observed how he performed the experiment.
4. The trouble was that we had no money left.
5. That was my only excuse, that I had missed my train.
6. My guess is that he will never be found alive.
7. We were informed that the train was two hours late.
8. Where I had left my sweater I could not remember.
9. Why the accident had not been reported was not explained.
10. The fact that I had prepared the wrong assignment worried me greatly.

[1] For pupils who need additional drill, see Tanner's "Exercises in Correct English" (complete edition), Exercise 36.

B

1. Has anyone heard when the next game will be played?
2. My greatest handicap is that I do not concentrate.
3. We were told that George Washington never lied.
4. Her only hope was that she might win the scholarship.
5. He asked me whether I had any old clothing to sell.
6. Why he had failed to get my letter puzzled me.
7. Who knows but that our team may yet win the pennant?
8. It was never explained how the money had been recovered.
9. Can you tell me if I may have an appointment for tomorrow?
10. The truth of the matter is that I enjoy spending money.

97. Direct and Indirect Quotations

A person's speech or thought repeated in its original form is called a *direct quotation.*

1. Anne said, "Stephen amuses me." (Direct statement)
2. "Where have you been?" Mother asked. (Direct question)

A direct quotation begins with a capital letter and is inclosed in quotation marks.

A person's speech or thought repeated in substance, but usually with some slight change in its form, is called an *indirect quotation.*

1. Anne said that Stephen amused her. (Indirect statement)
2. Mother asked me where I had been. (Indirect question)

An indirect quotation does not begin with a capital letter and is not inclosed in quotation marks.

98. Indirect Quotations as Noun Clauses

An indirect *statement* is a noun clause depending on some verb of *saying, telling, thinking,* and the like. It is introduced by the subordinating conjunction *that.* In conversation *that* is often omitted.

1. Joe said [that] he would come.
2. I thought [that] I would surprise you.

An indirect *question* is a noun clause depending on some verb of *asking, thinking, knowing, doubting, perceiving,* and the like. Such clauses may be introduced (1) by the interrogative pronouns *who, which, what*; (2) by the interrogative adverbs *when, where, why, whence, whither, how*; or (3) by the subordinating conjunctions *if* and *whether*.

Indirect statements and indirect questions have the same uses in complex sentences as other noun clauses have (see section 95).

99. Sequence of Tenses in Indirect Quotations

In a complex sentence containing an indirect quotation, if the verb in the principal clause is in the past or past perfect tense, the present tense of the direct quotation is changed to the past, and the present perfect is changed to the past perfect.

1. Jane said, "I *am* glad to see you." (Direct)
   Jane said (had said) that she *was* glad to see me. (Indirect)
2. She said, "I *have* not *seen* him." (Direct)
   She said (had said) that she *had* not *seen* him. (Indirect)
3. Philip asked, "When *are* they *coming*?" (Direct)
   Philip asked (had asked) when they *were coming*. (Indirect)
4. "What *have* you *done*?" I asked. (Direct)
   I asked (had asked) him what he *had done*. (Indirect)

NOTE. If the indirect quotation is the statement of a general truth, the verb remains in the present tense.

Our teacher said, "The earth *is* round." (Direct statement)
Our teacher said that the earth *is* round. (Indirect statement)

100. *Shall* and *Will*, *Should* and *Would*, in Indirect Quotations

In general retain in indirect quotations the auxiliary used in the direct quotation, unless a change of tense (*shall* to *should*, *will* to *would*) is required for proper sequence of tenses.

1. Jane says, "I *will* meet them." (Direct statement)
   Jane says that she *will* meet them. (Indirect statement)

2. Jane said, "I *will* meet them." (Direct statement)
   Jane said that she *would* meet them. (Indirect statement)
3. "Where *shall* I meet you?" he asked. (Direct question)
   He asked me where he *should* meet me. (Indirect question)
4. "*Will* you help us?" they asked. (Direct question)
   They asked us whether we *would* help them. (Indirect question)

When the *second* person with *will* or *would* in the direct statement becomes the *first* person in the indirect statement, *will* or *would* is changed to *shall* or *should*.

1. Mother says, "You *will* be sorry." (Direct statement)
   Mother says that I *shall* be sorry. (Indirect statement)
2. Mother said, "You *will* be sorry." (Direct statement)
   Mother said that I *should* be sorry. (Indirect statement)

For the rules governing the use of marks of punctuation in direct and indirect quotations see sections 112, 12 and 118, 1.

Exercise 102[1]

Write sentences in which you change each of the following direct quotations into an indirect quotation. Tell whether it is an indirect statement or an indirect question. Observe the proper sequence of tenses. Watch the changes in pronouns and pronominal adjectives. Notice also the changes in punctuation.

1. Mother says, "I want you to return promptly."
2. "This canary," said the salesman, "is a good singer."
3. "In which house do you live?" asked my friend.
4. "How long," asked Doris, "do you expect to be gone?"
5. The proprietor said, "Your package will be delivered today."
6. "What are you doing?" father asked me.
7. "Whom have you invited?" inquired my older sister.
8. "When will your guests arrive?" our neighbor asked mother.

[1] For pupils who need additional drill, see Tanner's "Exercises in Correct English" (complete edition), Exercise 71.

9. "They have changed their plans," mother told her.
10. "You may have this book," said the librarian, "for one week."
11. "I will tell you a story tonight," my aunt promised.
12. "Shall I see you at the game?" I asked Marjorie.
13. "We have moved into our new home," Ruth told me.
14. "How many problems have you solved?" asked Fred.
15. "You will never regret your decision," he assured me.

Exercise 103

Study the rule for the use of the comma in section 112, 12, and the rule for the use of quotation marks in section 118, 1. Then explain the punctuation of the sentences in Exercise 102 and the sentences that you wrote in the same exercise.

101. Subordinate Clauses Used as Adjectives

Subordinate clauses may be used as adjectives in complex sentences in the following ways:

1. Essential, or restrictive, adjective clauses. If a clause limits or restricts the meaning of a noun or pronoun and is essential to the meaning of the sentence, it is called an essential clause. An essential adjective clause is not separated from the rest of the sentence by any mark of punctuation.

a. The man *who spoke last* was Dr. Burleson.
b. A stone marks the spot *where the treaty was signed.*
c. The book *for which you asked* is missing.
d. Have you set the day *when you will move*?
e. Do you know the reason *why I left early*?

2. Nonessential, or nonrestrictive, adjective clauses. An adjective clause that merely adds to the meaning of a sentence but does not modify restrictively a noun or pronoun in the sentence is called a nonessential clause. A non-

Picnicking in the Berkshires

essential clause is set off from the rest of the sentence by a comma or by commas.

a. Dr. Burleson, *who was the last speaker*, is a chemist.
b. Philadelphia, *where the Declaration of Independence was signed*, is a very wealthy city.
c. Our physician, *who has been away on a vacation*, has returned.
d. Honesty, *which is becoming rarer in each generation*, is still the best policy.
e. That old house, *in which I was born*, holds many happy memories for me.

Adjective clauses are introduced by (1) relative pronouns, *who, which, that, but* (= *who . . . not* or *that . . . not*), and *as* (after *such, same, as many, as much, as few, as little*); (2) the relative adjective *which*; or (3) subordinating conjunctions, *after, before, when, since, where, while, whence, whither, why, wherewith, wherein, whereby, whereon, whereat.*

Exercise 104[1]

In the following sentences point out each clause that is used as an adjective, tell what noun or pronoun it modifies, indicate the introductory word, and state whether the clause is essential or nonessential. Observe the punctuation of each sentence.

A

1. Water that is impure often causes serious illness.
2. Nowadays anyone who desires an education may get it.
3. Our nearest neighbor, who was a widow, lived alone.
4. Every hour since I came has been most enjoyable.
5. Once more I am in Boston, where I have not been for ten years.
6. There is the spot where the Washington Elm once stood.
7. The room in which I found myself was dark and gloomy.

[1] For pupils who need additional drill, see Tanner's "Exercises in Correct English" (complete edition), Exercise 37.

8. Need I state the reason why I refused your offer?
9. My father, who was formerly a lawyer, has retired.
10. On the day before we left home, there came a snowstorm.
11. Mr. Grayson, from whom we bought our car, is an honest dealer.
12. There is no citizen of our town but has the utmost confidence in his honesty.

B

1. We took with us such equipment as we might need.
2. The year after she finished college, she went abroad.
3. I shall never forget the time when I was ill away from home.
4. She earned the money wherewith she obtained a college education.
5. The official to whom we applied for a permit was most obliging.
6. Our guide, who was a French Canadian, was an excellent cook.
7. The poor old man did such work as he could do in his condition.
8. There was no one present but admitted the truth of his statements.
9. Shakespeare, who lived from 1564 to 1616, wrote many plays.
10. Few persons know the way in which our town got its name.
11. Her flower garden, to which she devoted most of her time, afforded her endless pleasure.
12. The principal occupations whereby the early settlers made their living were agriculture, hunting, and fishing.
13. Our school building, which was completed last year, is attractive and well equipped.

Exercise 105

Write five original sentences in which you use essential adjective clauses and five sentences in which you use nonessential adjective clauses. Punctuate each sentence correctly (see section 112, 9).

102. Subordinate Clauses Used as Adverbs

Subordinate clauses may be used as adverbs in complex sentences to express the relationships illustrated below:

1. They had left *before we arrived.* (Denoting time)
2. He stood *where everyone could see him.* (Denoting place)
3. Manuel prepared the flower bed *as he had been told.* (Denoting manner)
4. The plants grew rapidly *because the moisture was abundant.* (Denoting cause)
5. I will lend you the money *if you need it.* (Denoting condition)
6. *Unless I have a new dress,* I cannot attend the reception. (Denoting condition)
7. *Though we arrived late,* we secured good seats. (Denoting concession)
8. We went early *in order that we might avoid the crowd.* (Denoting purpose)
9. Frost came so late *that the fruit crop was injured.* (Denoting result)
10. I go to see her oftener *than I visit anyone else.* (Denoting comparison)
11. You know as much about radio *as I know.* (Denoting degree)

Subordinate clauses used as adverbs are usually introduced by subordinating conjunctions, such as *when, before, while, after, since, as long as, where, wherever, whither, as, as if, as though, because, that, in that, if, unless, though, although, even if, so that, lest, in order that, than.*

Exercise 106 [1]

In the following sentences point out each adverbial clause, and indicate the word or the words that it modifies. Observe the punctuation used.

[1] For pupils who need additional drill, see Tanner's "Exercises in Correct English" (complete edition), Exercise 38.

A

1. When you shake hands, look the other person in the eye.
2. If the school and the church did not exist, education and religion would quickly decline.
3. The dog performed his tricks as if he enjoyed them.
4. We were so tired that we soon fell asleep.
5. The cargo was thrown overboard that the ship might be saved.
6. Have you seen Marjorie since she returned?
7. Please place these plants where they will get more sunshine.
8. Since Ralph had measles, the family postponed their trip.
9. Unless you have confidence in yourself, you will fail.
10. I sympathize with you more than I censure you.

B

1. Doris played such a good game that she was chosen captain of the team.
2. All his so-called friends deserted him because he had lost his money.
3. Since he has lost his money, all his so-called friends have deserted him.
4. She rejoiced that her health was improving.
5. Police dogs seem more intelligent than most other breeds are.
6. Treat your classmates as you would have them treat you.
7. They silently crossed themselves as the bell tolled.
8. Do your work so well that you will be ready when a better job is available.
9. I will meet you wherever you may designate.
10. I gave the nurse my telephone number so that she could call me if I was needed at home.

Exercise 107 [1]

In the following sentences point out each subordinate clause, and tell whether it is used as a noun, as an adjective, or as an adverb. If it is a noun clause, explain its use in

[1] For pupils who need additional drill, see Tanner's "Exercises in Correct English" (complete edition), Exercise 39, or Book I, Exercise 35, Part II.

the sentence; if it is an adjective clause or an adverbial clause, indicate the word or the words that it modifies. Explain the punctuation of each sentence that is internally punctuated.

A

1. Some people think that speaking is done solely by the voice.
2. Government is something that is supported by the people and kept alive by taxation.
3. Our neighbor sold his wheat as soon as it was harvested.
4. He who can say a great deal in a few words is a master of speaking.
5. They had promised that they would meet us at the train.
6. If we would make our speech effective, we must use words in such a way that people will readily understand them.
7. When those who had lived on the open plains came to the backwoods, they felt as if they were shut in.
8. We should not forget that every good that is worth possessing must be paid for in strokes of daily effort.
9. The boys marched just as trained soldiers do.
10. He who is never required to do any tasks at home is likely to form habits of idleness that will be difficult to conquer in later life.

B

1. The truth is that he had lived a selfish life.
2. By studying our breathing we learn that we take only a small amount of air into our lungs each time that we breathe.
3. The room was darkened, so that the pictures might be shown on the screen.
4. The snowstorm was so severe that all trains were delayed.
5. They live as well as they can on their small income.
6. He who would get the most out of school must cherish the ideal of service.
7. We were told that several summer cottages had been rented.
8. That he should do such a thing surprised his friends.
9. I accepted his explanation, that his train had been late.
10. My greatest concern was that I might sleep too late.

C

1. The reporter looked at me as if he did not believe a word that I was saying.
2. Benjamin Franklin, who was born in Boston, spent most of his life in Philadelphia.
3. Though Benjamin Franklin was born in Boston, he spent most of his life in Philadelphia.
4. Please stand where every member of the class can see and hear you.
5. Do you know when the doctor will arrive?
6. The great crowd cheered as our quarterback, who had scored the winning touchdown, was carried from the field.
7. The officer watched that he might see where they went.
8. He who would reap must first sow.
9. That she was bored and disgusted was obvious.
10. How the surplus may be sold is not a matter for us to decide.
11. As soon as I arrive in New York, I will send you a telegram.

D

1. The runners saved their strength so that they might speed ahead when they came to the last lap of the mile race.
2. The wanderers would tell stories to anyone who would listen to them.
3. When he received the offer, he acted as if he had expected a larger salary.
4. Mother had forgotten where she had left her purse.
5. I have not been informed as to where I shall meet them.
6. I solved as many of the problems as I could.
7. Have you heard who the new teacher is and when she will arrive?
8. That you are right implies that I am wrong.
9. The man who sold to the city the land that is now the public park was elected mayor.
10. The service at the hotel where I formerly stayed became so unsatisfactory that I moved elsewhere.
11. We learn by experience when we can do a thing better the second time than we did it the first.

Exercise 108[1]

To each of the following subordinate clauses add a principal clause, or a main verb and other necessary words, that will make a well-constructed complex sentence. Tell whether the subordinate clause, as you have used it in your sentence, serves as a noun, as an adjective, or as an adverb. Punctuate each sentence correctly.

MODEL

Subordinate clause: Where my chum lives.
Complex sentence: That is the house where my chum lives. (The subordinate clause is used as an adjective to modify the noun *house*.)

1. Who succeeds in school.
2. That has recently been published.
3. If we had not had an experienced guide.
4. Where the old house had stood.
5. When the referee's whistle sounded.
6. Why the letter had not been received.
7. That Columbus discovered America.
8. Whom we had seen the day before.
9. Since the new road had been completed.
10. Who the new principal will be.
11. Which we bought last year.
12. Whoever writes the best letter.
13. Because there were no seats left.
14. Whenever his name was mentioned.
15. That Marion is the most popular girl in school.

GROUPS OF WORDS THAT ARE NOT COMPLETE SENTENCES

103. Elliptical Sentences

An ellipsis is an omission. By an elliptical clause or sentence is meant one in which there is an omission of some word or words necessary to complete the grammatical ex-

[1] For pupils who need additional drill, see Tanner's "Exercises in Correct English" (complete edition), Exercise 40.

pression. Though grammatically the thought is not fully expressed in an elliptical clause or sentence, the clause or sentence is nevertheless correct if the word or words omitted are so clearly implied that the meaning is readily and accurately understood.

Elliptical expression is the result of a desire for brevity through economy in words. Words are oftentimes omitted in one part of a sentence when they occur in another part. A word or a group of words that the hearer or reader will naturally supply is frequently omitted altogether.

In the following elliptical sentences, which are typical, the words usually omitted are inclosed in brackets:

1. [I] thank you.
2. [I wish you] good luck.
3. [You] read [to] us a story, Mother.
4. When [I was] a boy, I lived on a farm.
5. If [it is] possible, let me hear from you tomorrow.
6. Some of the tourists spoke English, others [spoke] French.
7. George is two years older than I [am old].
8. Our science teacher likes you better than [he likes] me.
9. These are some of the presents [that] I received.
10. Is Helen the girl [whom] you visited last summer?
11. Which way [is the way] to Marshalltown?
12. I was five years old, and Dan [was] six [years old].
13. Some persons have more money than [they have] brains.

Ordinary conversation, especially when it consists of questions and answers, is highly elliptical; but the meaning is perfectly clear, because what has been said immediately before indicates the word or words implied but omitted. Note, for example, the following conversation, in which the words omitted have been supplied in brackets:

"Are you going to attend the exhibition?"
"Yes, [I am going to attend the exhibition]."
"When [are you going to attend the exhibition]?"
"[I am going to attend the exhibition on] Saturday."

Exercise 109

Write the following elliptical sentences, supplying in each the omitted word or words, inclosed in brackets.

1. Though an old car, it gave us good service.
2. When driving, always keep your eyes on the road.
3. Last winter Joe had measles, and I mumps.
4. Health, when once lost, is hard to regain.
5. Saving that seat for anyone? No, certainly not. Sit down.
6. You know I will help you, if necessary.
7. This suit is not so durable as that.
8. You know the man she married better than I.
9. Tell your mother the club meeting has been postponed.
10. Catch any fish yesterday? Yes, a few trout.

GROUPS OF WORDS THAT ARE NOT SENTENCES

104. Fragments of Sentences

A sentence is, as we have learned, the expression of a *complete* thought by means of a group of words that can stand alone. In order to express a complete thought, a group of words must have both a subject and a predicate, either expressed or clearly implied.

A *phrase*, since it does not have both a subject and a predicate, cannot express a thought. It is merely a subordinate part of a sentence, and for this reason it should not be used as a sentence.

A *subordinate clause*, though it has both a subject and a predicate, cannot be used alone to express a *complete* thought. It is, therefore, not a sentence; for its meaning is dependent on the principal clause.

Since phrases and subordinate clauses are only fragments of sentences, they should not be used alone and should not be set off as sentences (for elliptical sentences see section 103).

Exercise 110 [1]

In the following groups of words tell which are sentences and which are fragments of sentences. With each fragment of a sentence (phrase or clause) use a principal clause or some other group of words that will make a good sentence. Tell whether each sentence that you construct is simple or complex. Punctuate your sentences correctly.

1. After we left school.
2. To hear him speak.
3. Until I hear from you.
4. Where had he been?
5. Where he had been.
6. While playing baseball.
7. Since his arrival.
8. From beginning to end.
9. When they reached camp.
10. Having finished the task.
11. Why we had not seen him.
12. To whom he gave the letter.
13. The hunters secured a guide.
14. Being an ambitious boy.
15. Whom I greatly admired.
16. Having arrived late.
17. How he had won the race.
18. How hard he studies!
19. Which had been found.
20. In spite of difficulties.

105. The Period Fault

The period fault consists in using a period before a sentence is complete. The phrase or subordinate clause following the period is a fragment of a sentence. The period fault is a serious error in sentence-building, because it tends to confuse the reader.

Correct: They refused to turn back, believing that they should soon find their comrades.

Incorrect: They refused to turn back. Believing that they should soon find their comrades. (A phrase)

Correct: We prized the picture very highly, because it had belonged to one of my great-grandfathers.

Incorrect: We prized the picture very highly. Because it had belonged to one of my great-grandfathers. (A subordinate clause)

[1] For pupils who need additional drill, see Tanner's "Exercises in Correct English" (complete edition), Exercise 51, or Book I, Exercise 29.

106. The Comma Fault

The comma fault consists in using a comma to separate two sentences. Like the period fault, it is a serious error in sentence-building.

Correct: Rest and recreation had improved his health. He had been almost an invalid at the beginning of the summer.

Incorrect: Rest and recreation had improved his health, he had been almost an invalid at the beginning of the summer.

Often a comma fault results from the use of a comma instead of a semicolon or from the use of a comma without a conjunction to connect the two independent clauses.

Correct: We were gaining rapidly on the car; we could now read the number on the registration plate.

Incorrect: We were gaining rapidly on the car, we could now read the number on the registration plate.

Correct: I may not win the scholarship, but I shall never know till I try.

Incorrect: I may not win the scholarship, I shall never know till I try.

Exercise 111[1]

Examine carefully each of the groups of words in the following exercise. Correct all period faults by writing the two groups of words as one sentence. Correct all comma faults by writing two separate sentences or by writing one sentence with the proper connective or mark of punctuation placed between the clauses. If you find any sentences that are correct, merely write the number and leave the space blank.

A

1. The defeat came as a great surprise to everyone, it had seemed certain that our team would win.

2. Not many aviators have achieved greater fame than he has.

[1] For pupils who need additional drill, see Tanner's "Exercises in Correct English" (complete edition), Exercises 52 and 53, or Book I, Exercises 30 and 31.

3. We could not understand the delay. Because they had intended to set out on their hike at five o'clock.

4. What a disappointment it was. To stand in line for two hours and then be refused admission!

5. I must admit that I was exceedingly angry, I had applied for tickets early in the season, and now the manager told me that not a seat was to be had at any price.

6. The room was extremely cold. The fire having died down several hours earlier.

7. That is the best book that I have read in a long time, the ending is just what it should be.

8. I had to attend the reception, she would have been hurt if I had stayed away.

9. All was excitement at our house, we were expecting a visit from our favorite uncle. Whom we had not seen for several years.

10. In whatever direction you look the view is attractive.

B

1. At that moment the sound of a hurdy-gurdy distracted our attention, the friendly old Italian was a great favorite of ours, and we lost no time in getting out to the street to see him and his performing monkey.

2. Let me hear from you as soon as you have reached a decision. So that I can make arrangements to go, if you think we have any chance of getting the job, vacation will soon be here, you know.

3. "You must have been daydreaming, Louis," said Miss Holton, "all your classmates seem to have understood my instructions."

4. There seemed to be no means of escape, on all sides they were surrounded by fire.

5. We continued to look for her and to save our pennies. Though our elders assured us she would not come our way again.

6. It seemed unjust to require us to hand in a long report immediately after the Christmas recess. Especially since many of us would not have access to the library during the holidays.

7. The noise and the rush of city life continued to disturb him, for he had been reared in a quiet, old-fashioned country home.

8. What the result will be I cannot say. But we should all do our best to win the election.

9. Our recent campaign for new subscribers to *High Times* was very successful, we now have a subscription list of more than nine hundred names.

10. I shall always feel indebted to my first high-school teacher, in spite of the fact that he had had little training, he knew how to stimulate the boys and girls in his classes to do their best.

CUMULATIVE EXERCISE

A. Tell how the italicized words and phrases in the following sentences are used:

1. *This* is what she gave *me*.
2. May I step *inside* and warm *myself*?
3. *To refuse his offer* was *difficult*.
4. *Who* was the boy *who* told you *that*?
5. *Some* men do not enjoy *playing golf*.
6. Marion, I like *yours* better than *mine*.
7. *In the top drawer* I found *these*.
8. The man *wearing overalls* is a *mechanic*.
9. My chum can play the piano *better* than *I*.
10. Several persons *at the party* I had not met *before*.

B. Using the following simple sentences as principal clauses, make five compound sentences by adding to each principal clause given an appropriate clause of your own. Using the same simple sentences as principal clauses, make five complex sentences by adding to each principal clause given an appropriate clause of your own. Punctuate each of your sentences correctly.

1. I had locked the door.
2. She telephoned to the police station.
3. The driver was seriously injured.
4. Do not reveal our plans to anyone.
5. He offered to lend them his car.

Achievement Test 1

In the following sentences list in order all subordinate clauses, and state after each how it is used. If it is a noun clause, tell its use in the sentence. If it is an adjective clause or an adverbial clause, tell what word or words it modifies.

SCORE: 5 points for each clause

1. He thought that he was acting generously.
2. When the car back-fired, I jumped as if I had been shot.
3. If you are willing to work hard, I can tell you how you can earn some money.
4. Why the business proved a failure is not hard to understand.
5. The reason why we are moving to California is that my father has transferred his business there.
6. Unless she travels in disguise, she is followed by a large crowd wherever she goes.
7. We went to New Hampshire in order that we might see the total eclipse of the sun.
8. Every day since I have been at the hospital, I have asked the doctor when I might return home.
9. All that he will say is that I am better off here for a while.
10. I have heard that song so often that I have grown tired of it.
11. As soon as I had arrived, I was asked why you had not come with me.
12. The cablegram stated that the flyers would make a tour of Europe before they returned.

Achievement Test 2

Study each of the following groups of words, and then state whether it is a fragment of a sentence or whether it contains a period fault or a comma fault. Rewrite each group of words, making it into one or two correct sentences. You may add any words that are necessary. Be sure to punctuate each sentence properly.

SCORE: 10 points for each group of words

1. Just when I was most deeply interested in the story.

2. I recognized him at once. Though I had seen only a picture of him.

3. She put advertisements in all the papers. Hoping to recover the dog.

4. The dog was later found at the headquarters of the Animal Rescue League, he seemed glad to be back at home again.

5. Assuring me that it was none of my business how he spent the money.

6. He had applied to the welfare bureau for aid. Saying that he had been unable to find work and that his family were in need of food and clothing.

7. He bought a radio on installments, several of the children attended motion-picture shows at least once a week.

8. Thereafter the case of each applicant for aid was investigated. To determine whether civic relief was really necessary.

9. Because the relief committee desired to use the funds to help those actually in need of the necessities of life.

10. Conditions are beginning to improve, several families have again become self-supporting.

CHAPTER IX

Making Sentences Clear: Capitalization and Punctuation

Test Exercise I

Write the following sentences, supplying all necessary capital letters and marks of punctuation:

SCORE: 1 point for each capital letter and mark of punctuation

1. we study science mathematics english and history
2. how well i remember that first day in junior high school
3. in autumn the climate of new england is delightful
4. uncle john was born on clark avenue macon georgia july 7 1887
5. luther burbank a famous horticulturist lived in california
6. in which book of the bible is the story of david and goliath to be found
7. during the reign of augustus cæsar who lived from 63 b c to a d 14 christ was born
8. george did you know that the month of march was named for mars the roman god of war
9. in shakespeares merchant of venice lorenzo eloped with jessica the daughter of shylock a wealthy jew
10. if you will meet us in buffalo on saturday well take you with us to see niagara falls
11. when my brother kenneth has been graduated from the central high school he intends to enter colorado college
12. yes while we were in the east last summer we visited independence hall in philadelphia
13. tell us where you have been marjorie
14. my most difficult subject in high school is french

Test Exercise II

Your teacher will dictate to you in class several sentences that will test your general knowledge of capitalization and punctuation.

SCORE: 1 point for each capital letter and mark of punctuation

CAPITAL LETTERS

107. Rules for the Use of Capital Letters

1. First word of every sentence and line of poetry. Capitalize the first word in a sentence and in a line of poetry.

a. Leisure is the time for doing something useful.
b. Do you hear the cry as the pack goes by,
The wind-wolves hunting across the sky?

2. First word of every direct quotation. Capitalize the first word in a sentence used as a direct quotation.

a. He asked, "Where are you going, John?"
b. She said, "Your work in English is improving."

3. First word of every formal resolution. Capitalize the first word of a formal resolution.

Resolved, That girls are better students than boys.

4. Proper nouns and adjectives. Capitalize proper nouns, and adjectives derived from proper nouns, unless they have come, through long usage, to be regarded as common nouns and adjectives.

a. The English colonists who settled Plymouth, Massachusetts, were befriended by Massasoit, an Indian chieftain.
b. I saw some beautiful old china cups in an antique shop.

5. Important words in phrasal names. Capitalize such common nouns as *street, avenue, river, lake, county, park, university, college, high school, company, society, railway,*

when they form part of a phrase that is used as a proper name, but *not* otherwise.

a. The Jefferson High School faces Woodlawn Avenue.
b. Our high school is not far from Magnolia Park.

6. Names of days, months, and holidays. Capitalize names of days, months, and holidays, but *not* the names of the seasons.

a. The last Thursday in November is Thanksgiving Day.
b. In New England autumn is a delightful season.

7. *North*, *South*, *East*, and *West*. Capitalize names of the points of the compass when they denote a section of a country, but *not* otherwise.

a. I was born in the South. *b.* The airplane flew west.

8. Titles of honor or office. Capitalize titles of honor or office when they are used with a proper name or as a nominative of address, but *not* otherwise.

a. The principal address was given by Mayor Holt.
b. Please tell us, Senator, your opinion of the tariff bill.
c. The mayor and the senator rode in the same car.

9. Words denoting family relationship. Capitalize words denoting family relationship, such as *cousin*, *uncle*, and *aunt*, when they are used with the name of a person. When used alone as a nominative of address, they may begin either with a capital or with a small letter.

a. I went with mother to visit Uncle Fred and Aunt Marion.
b. I saw mother, father, and grandmother smile.
c. Please show us, Mother (*or* mother), what you bought.

10. Important words in literary titles. Capitalize the first word and all other important words in literary titles.

a. Our class is studying Shakespeare's "Merchant of Venice."
b. Jack London's "Call of the Wild" is a good dog story.

11. Words referring to the Deity and to sacred writings. Capitalize words used as names of the Deity and all words referring to the Deity and to sacred writings.

a. The New Testament is that portion of the Bible that deals with the life of Christ and His teachings.

b. Thou shalt not take the name of the Lord thy God in vain.

12. Salutation of a letter. In the salutation of a letter capitalize the first word, the title, and all nouns.

a. Dear Sir: *b.* Dear Doctor Ward: *c.* My dear Mrs. Ames:

13. *I* and *O*. Capitalize the pronoun *I* and the interjection *O*, but not *oh*, unless it stands first in the sentence.

14. Words denoting personified objects or ideas. Capitalize words denoting personified objects or ideas.

a. Come, gentle Sleep, and soothe my troubled mind.

b. O Time, do not hurry us along so fast.

ITALIC LETTERS

108. Rules for the Use of Italic Letters

In writing or in typewriting underscore with one line words that would be printed in *italic type*.

1. Literary titles. Italicize the title of a book, a newspaper, or a magazine, unless it is inclosed in quotation marks (see section 118, 3).

a. My brother enjoys the stories in the *American Boy*.

b. Have you read *The Making of an American*, by Jacob Riis?

2. Words to be stressed. Italicize a word or an expression that is intended to be strongly emphasized.

a. That may be *your* method, but it is not *mine*.

b. Effectiveness in speaking depends not so much on *what* is said as on *how* it is said.

c. It is not *money*, but the *love of money*, that is the root of all evil.

3. Words, letters, and figures referred to as such. Italicize words, letters, and figures when they are referred to as such, without reference to their meaning in the sentence.

a. Avoid confusing *lie* and *lay*, *sit* and *set*, *learn* and *teach*.
b. Dot your *i's*, and cross your *t's*, and mind your *p's* and *q's*.
c. Your *7's* resemble your *9's*, and your *u's* and *n's* look alike.

4. Names of ships, airplanes, and airships. Italicize the names of ships, airplanes, and airships.

a. He went to Europe on the *Ile de France* and returned on the *Bremen*.
b. Colonel Lindbergh flew across the Atlantic in the *Spirit of St. Louis*.
c. Our largest dirigibles are the *Los Angeles* and the *Akron*.

5. Foreign words and phrases. Italicize a foreign word or phrase when it is used as part of an English sentence.

a. Gossip is the *sine qua non* of her existence.
b. As their representative he was given *carte blanche*.

Exercise 112

Write the following sentences, supplying capital letters wherever they are required and underscoring those words that should be italicized:

1. my cousin is a freshman at leland stanford university.
2. i study english, science, latin, and united states history.
3. in high school i read scott's lady of the lake.
4. i am trying to break myself of the habit of saying sure and absolutely.
5. we spent easter on board the berengaria on our way across the atlantic ocean to new york.
6. "this exercise," said the teacher, "is to be prepared for monday."
7. the judge must decide this question, has the accused man had a fair trial?
8. our grandmother and aunt doris live in salt lake city, utah.

9. my sister spilled some welsh rabbit on a copy of vanity fair.

10. in the summer i visit my uncle, who lives in the east, in plymouth county, massachusetts.

11. many persons have difficulty in spelling separate, parallel, and embarrass.

12. señorita fernández entertained the pupils of our high school with several spanish dances.

PUNCTUATION

109. The Period

1. Declarative sentence. Use a period at the end of a declarative sentence.

a. The postman has come. *b.* Always punctuate accurately.

2. *Yes* and *No*. Use a period after *Yes* and *No* standing alone as the answer to a question, unless a question mark or an exclamation mark is required.

a. Did you see him? Yes. *b.* Is she ready? No.

3. Initials and abbreviations. Use a period after initials and abbreviations.

Mr. R. L. Draper is secretary of the Y.M.C.A.

4. Figures and letters. Use a period after a figure or a letter denoting a division of an outline and after figures preceding items arranged consecutively in a list. (For illustrations see the outlines in this book and the exercises containing numbered sentences.)

5. Sentence topics in an outline. Use a period after each topic expressed as a sentence in an outline, but after a topic expressed as a phrase no punctuation is required. (For illustrations see the outlines in this book.)

Cautions. (1) *Do not use a period after a title standing at the head of a composition.* (2) *Do not use a period after a figure denoting the number of a page.*

110. The Question Mark

1. Direct questions. Use a question mark after every sentence that asks a question.

a. Where are you going?
b. Were you surprised?
c. You do not believe me?
d. Did he say, "I'm sorry"?

NOTE. Use a period, not a question mark, after an indirect question. Example: He asked me where I was going.

2. Doubtful statements. Use a question mark inclosed in parentheses to indicate doubt as to the accuracy of some detail in a statement, but *not* to imply irony.

a. In 1587 (?) Shakespeare went from Stratford to London.
b. To be avoided: What a considerate (?) person you are!

111. The Exclamation Mark

1. Words, phrases, and sentences expressing strong emotion. Use an exclamation mark after words, phrases, and sentences that express strong emotion, doubt, or irony.

a. How glad I was to be at home again!
b. Oh, what a surprise you gave me!
c. Stuff and nonsense! Don't be absurd, Agatha!
d. At last! What a prompt person you are!

2. Interjections. Use an exclamation mark after a strong interjection or other exclamatory word or expression.

a. Hurrah! We have won. *b.* Splendid! I knew we should.

NOTE. In a series of repeated interjections use a comma or commas to separate them, and place the exclamation mark after the last one.

Oh, oh, oh! What a beautiful sight!

Exercise 113

Write the following sentences, supplying the necessary periods, question marks, and exclamation marks:

1. Dr Allen C Davis is visiting his sister, Mrs F H Cox
2. "What is the difference," Joe asked, "between Dr and dr"

3. Alas I should have known better than to take such a risk
4. "What a wonderful day for an outing" said Miss Morley
5. Nonsense I will not listen to another word

Exercise 114

Write and punctuate correctly the proper abbreviations of the words and phrases given below. If necessary, you may consult your dictionary.

1. Alabama, Arkansas, Colorado, Delaware, Georgia, Indiana, Kentucky, Louisiana, Maryland, Missouri, Nebraska, New Hampshire, New Jersey, North Carolina, Oklahoma, Oregon, Pennsylvania, Vermont, West Indies, West Virginia, Wisconsin.

2. Bachelor of Arts, Master of Arts, Doctor of Dental Surgery, Member of Congress, Company, Collect on Delivery, Civil Engineer, before Christ, in the year of our Lord, Madame, Mademoiselle, Monsieur, Messieurs, General, Lieutenant, Colonel, January, Postmaster.

3. Adjective, adverb, anonymous, forenoon, noon, afternoon, answer, pages, for example, that is, cents, gallon, dozen, et cetera, pound, compare, barrel, hundredweight, inch.

112. The Comma

1. Nominative of address. Use a comma or commas to set off from the rest of the sentence a word used in direct address.

a. Dan, what is this? *b.* These, Jane, are all that I have.

2. Informal salutation. Use a comma after the salutation of an informal friendly letter and after the complimentary close of all letters.

a. Dear Father, *b.* Dear Aunt Helen, *c.* Sincerely yours,

3. Appositive words, phrases, and clauses. Use a comma or commas to separate from the rest of the sentence appositive words, phrases, and clauses, unless they are essential.

a. George, our janitor, has been married three times.
b. Sodium bicarbonate, or baking soda, has many uses.
c. Our school physician, Dr. Evans, examined me.
d. The man who examined me was Dr. Evans, our school physician.
e. My oldest sister, Jane, is a sophomore in college.
f. My brother Bob is a senior in high school. (An essential appositive)

4. Parenthetical words and expressions. Use commas to set off words, phrases, and clauses introduced parenthetically into a sentence.

a. There is, however, another way to solve the problem.
b. They may, of course, have come while we were away.
c. She has relatives, I suppose, who will help her.
d. This medicine, I assure you, is harmless.

5. Words, phrases, and clauses in a series. Use commas to separate words, phrases, and clauses used coördinately in a series.

a. We bought apples, pears, oranges, and bananas.
b. Nora was a neat, industrious, capable maid.
c. I collected the information for my talk from newspapers, from magazines, and from reference books.
d. We have not heard where they are going, when they will leave, or how long they will be gone.
e. Joe pulled, I pushed, and together we rolled the car out of the garage.

NOTE 1. If two or more adjectives used in a series are not coördinate, do not use a comma to separate them.

a. He is a lovable old man. *b.* Ours is a quiet little town.

NOTE 2. Use a comma or commas to separate pairs of words or phrases used in a series.

a. To his hundredth birthday party came his sons and daughters, his nephews and nieces, his grandchildren and great-grandchildren.
b. In sickness or in health, in prosperity or in adversity, he was uniformly optimistic.

6. Addresses and dates. Use a comma or commas to separate items of an address or of a date.

a. On April 19, 1887, my father was born in Dallas, Texas.
b. I addressed the letter to Mr. Charles H. Briggs, 1534 Clarendon Street, Louisville, Kentucky.

7. Title following a proper name. Use a comma or commas to set off from the rest of a sentence or from an address a title following a proper name.

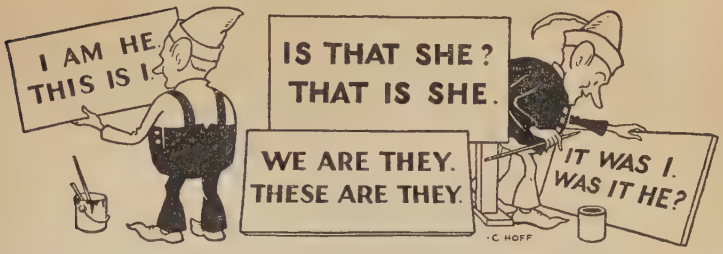
a. I looked in the directory for the address of Stanley K. Boynton, Jr.
b. Robert C. Loring, Esq., is my father's law partner.

8. Contrasting expressions. Use a comma or commas to set off a contrasting expression introduced by *but*, *not*, or *though not*.

a. It was not by talking, but by working, that he succeeded.
b. I have written a part, though not all, of the assignment.
c. Actual ability is indicated by what you can do, not by how much you know.

9. Nonessential phrases and clauses. Use a comma or commas to set off nonessential (nonrestrictive) phrases and clauses. A nonessential phrase or clause is one that, though it adds something to the meaning of a sentence and is a modifier of some word, may be omitted without changing essentially the meaning of the rest of the sentence.

a. My older brother, being obliged to work his way through college, had no time for athletics.
b. Mr. Deering, who coaches our basket-ball team, teaches science.
c. I consulted Dr. Forbes, who gave me a prescription.
d. "Yes, I think you have chosen the wiser course," said my mother, after a thoughtful pause.
e. During the epidemic, while all the schools were closed, pupils were not admitted to any of the theaters.



Do You Always Use the Right Pronoun in Such Sentences as These?

NOTE. Do not use a comma or commas to set off a restrictive phrase or clause, because such a phrase or clause is essential to the meaning of the sentence.

a. The dog lying before the fire is a fox terrier.
b. The seat that I occupied was uncomfortable.
c. A person who tells you another person's secret should not be trusted with *your* secret.
d. We saw them at the theater soon after they returned.

10. Transposed phrases and clauses. Use a comma after a participial phrase or an adverbial clause when it introduces a sentence, since it is transposed out of its natural order.

a. Having nothing better to do, I played with my dog.
b. When she saw the postman coming, she ran to meet him.

11. Coördinate clauses joined by a simple conjunction. Use a comma to separate the clauses of a compound sentence, provided the clauses are joined by a coördinating conjunction (*and*, *but*, *or*, *nor*, or *for*), are reasonably short, and are not internally punctuated with commas (for the use of the semicolon see section 113, 3).

a. The house is new, and the grounds are attractive.
b. We returned to the garage, but our car was not ready.
c. Do you wish to take the package, or shall we deliver it?

NOTE. If the clauses are very short and are closely related in thought, no mark of punctuation is required.

a. Joe led the way and I followed him.
b. This is mine and that is yours.

12. Direct quotations. Use a comma or commas to set off a direct quotation from the rest of the sentence, unless the sense requires some other mark of punctuation at the end of the quotation. Observe closely the punctuation of the following models:

a. "These are mine," she said.
b. "These," said she, "are mine."
c. She said, "These are mine."
d. "Who are you?" I asked.
e. "Who," I asked, "are you?"
f. I asked, "Who are you?"

NOTE. Do not use a comma before an indirect quotation.

a. She said these were hers.
b. I asked if he could go.
c. I asked who he was.
d. He replied that it was too late.

13. Independent elements. Use a comma after *yes* and *no* and after such mild interjections as *oh*, *well*, *why*, and *now* when they stand first in a sentence.

a. Yes, you may go.
b. No, those are not mine.
c. Oh, that is all right.
d. Goodness, let's hurry.
e. Well, how are you?
f. Why, she must be ill.
g. Now, listen to this.
h. Dear me, it's too late to go.

14. Omission of important words. Use a comma to mark the omission of a verb or of any other important word that has been used earlier in the sentence and is clearly implied.

a. One of my brothers is a lawyer; the other, an actor.
b. Joe lives in Los Angeles; my cousin, in Indianapolis.

15. To insure clearness. Use a comma to insure the correct reading of a sentence, though otherwise the comma would be unnecessary.

a. Only the day before, I saw him at school.
b. Ever since, he has avoided eating shrimp salad.
c. For Annette, Dawson showed great partiality.

Exercise 115[1]

In the following sentences tell where commas should be used, and give the rule that governs the use of each comma:

A

1. Mr. Ross the lawyer is waiting to see you.
2. I was graduated from the McKinley High School Barrington Montana June 7 1933.
3. A factory foreman does not want sickly workmen; a football coach anæmic players; a department-store manager disabled clerks.
4. In order that he may do his part fully the socially efficient person should have good health.
5. Commencement Day finally arrived and the class eagerly awaited the awarding of the prizes.
6. There were two girls Mary and Ruth who had just about the same chances of winning the cup.
7. Both had ability in all the school sports both were helpful in organizing them and both had been captains of the teams.
8. Ruth's sportsmanship her ambition her helpfulness and her conscientious work won the cup.
9. Without looking up Mary Helen asked "What do you want Bill?"
10. The greatest demand for gas comes on Monday wash day and the least on Thursday maid's day out.

B

1. Let this discouragement if such it is act as a spur to better efforts.
2. The humorous section however holds the greatest interest for most readers.
3. Ah no the present freshman class is just as loyal as the classes of former years.

[1] For pupils who need additional drill, see Tanner's "Exercises in Correct English" (complete edition), Exercises 41 and 42, or Book I, Exercises 36 and 37.

4. "Well boys what have you been doing?" asked the principal.

5. The pupils of our school are ambitious loyal and progressive boys and girls.

6. For hours we waited anxiously wondering what had become of the flyers.

7. The boy who met us at the door was a fat red-haired freckle-faced youngster.

8. The comedian wore a battered brown derby hat and a bright-red Windsor tie.

9. The room was warm and cheerful and there was a bright fire roaring in the fireplace.

10. Ever since I have been careful not to judge by appearances.

C

1. Though I do not believe in spiritualism the medium told me many things that were true and that have later come true.

2. Summer and winter hot or cold wet or dry the postman must deliver the mail every day.

3. There he stood giant that he was trembling with fear.

4. "If you go" replied my father "you go at your own risk."

5. Our first stop on our trip to Concord was at Lexington where we visited the Hancock House.

6. In the auditorium is our new phonograph which was recently bought by the pupils of our school.

7. Dick Spencer was elected captain but Bob Andrews who has played on the team for three years should have been chosen.

8. Do not say that our football team has struggled in vain for we have an excellent chance of winning last place.

9. The orchestra ceased playing and up went the curtain revealing a scene that I shall not soon forget.

10. At our next assembly which will be held two weeks hence the glee club will entertain us with several selections.

113. The Semicolon

1. Coördinate clauses not connected by a conjunction. Use a semicolon between the clauses of a compound sentence when they are not joined by a conjunction.

a. I was a shy, lonely child; I had few playmates.

b. He had the figure of a giant; his strength was amazing; the rhythmical motions of his body fascinated me.

c. The practice of writing develops the power to think; it trains the mind for all its work.

2. Coördinate clauses joined by a connective. Use a semicolon between the clauses of a compound sentence when they are joined by the connectives *however, moreover, hence, therefore, nevertheless, notwithstanding, also, yet, still, so, then, furthermore, besides, otherwise, accordingly, likewise, consequently.* A comma is usually placed after the connective.

a. I think that their place is for sale; however, I may be mistaken.

b. It was no affair of mine; besides, they might resent my offering any assistance.

3. Coördinate clauses joined by a simple conjunction. Use a semicolon between the clauses of a compound sentence when they are joined by a coördinating conjunction (*and, but, or, nor, for*), provided the clauses are somewhat long or provided either clause is internally punctuated with commas. Many reputable writers use a semicolon regularly before *for.*

a. Tom had leaped at the sound, like a horse at the spur; but Silver had not winked an eye.

b. Three men ran together, hand in hand; and I made out, even through the mist, that the middle man of this trio was the blind beggar.

c. I rarely give advice; for if the person to whom I give it succeeds, he assumes all the credit for his success, whereas if he fails, I get all the blame.

4. Before introductory expressions. Use a semicolon before such words, phrases, and abbreviations as *namely, as, for example, for instance, that is, e.g., i.e., viz.,* when they introduce an explanation or an illustration. A comma usually

follows such introductory expressions. A comma will sometimes be used instead of the semicolon, particularly if only a word or a phrase follows the introductory word or expression.

a. Suits are less expensive this year; for example, this suit that I bought yesterday would have cost me at least ten dollars more last year.

b. A human-interest, or feature, story is not intended to present news; that is, it does not usually give an account of some current happening.

c. According to the meaning that they express, sentences are of three kinds, namely, declarative, interrogative, and exclamatory.

Exercise 116 [1]

In the following exercise give the rule governing the use of each comma and semicolon:

1. The shore was deserted; no one had seen the two boys.

2. Henry did not know what to do; he thought of running, but with an effort he restrained himself.

3. Another voice answered; and then the first voice, which I now recognized to be Silver's, once more took up the story.

4. The captain spun round on his heel and fronted us; all the brown had gone out of his face, and even his nose was blue.

5. Even he, perhaps, had been doubtful as to the crew, but that is only a guess; for, as you shall hear, we had not long the benefit of his opinion.

6. "Come, Bill, you know me; you know an old shipmate," said the stranger.

7. I was dead-tired, as you may fancy; and when I got to sleep, which was not till after a great deal of tossing, I slept like a log.

8. I was gaining rapidly on the schooner; I could see the brass glisten on the tiller as it banged about; and still no one appeared upon the deck.

[1] For pupils who need additional drill, see Tanner's "Exercises in Correct English" (complete edition), Exercise 45, or Book I, Exercise 39.

9. Before a writer goes very far in telling a story, he should raise the narrative question, that is, set the reader to guessing as to what will happen in the end.

10. The airplane came downward in wide spirals; however, it presently straightened out, and with effortless speed flew away over the horizon.

Exercise 117

In the following sentences tell where commas and semicolons should be used, and give the rule for each mark of punctuation that you supply:

1. Most of us must rest content to be artisans we cannot aspire to be artists.

2. The preceding sentence is compound that is it contains two independent clauses.

3. The fame of other lands had reached them the name of the Eternal City rang in their ears they were not colonists but pilgrims.

4. The writer of a short story plunges into the middle of his story he captures his reader's attention and then he returns to things that would be put first if he were telling a simple narrative in chronological order.

5. The writer may invent such a character as never existed however he must make that character do what such a person would naturally do.

6. If the verbs of a story are vivid the story is vivid if they are lifeless the story is flat.

7. Journalistic writing is just the plainest most unassuming kind of English composition it is simply the use of the English language to tell what is going on in the world.

8. He was a very courteous yet absent-minded man for instance I once heard him apologize to a desk for having bumped against it.

9. Dr. Livesey was by this time across the stockade and pretty near the cook and I could hear the alteration in his voice as he said "It is not Jim?"

10. He was plainly blind for he tapped before him with a stick and wore a great green shade over his eyes.

114. The Colon

1. After a formal salutation. Use the colon after the salutation of a business letter or of a formal social letter.

a. My dear Sir: *b.* Dear Mr. Alden: *c.* My dear Mrs. Evans:

2. Before a list, explanation, or illustration. Use a colon between a general introductory statement and a list, an illustration or a group of illustrations, a long quotation, or a formal statement.

a. A word, according to its use in the sentence, may serve as one or more of the following parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection.

b. In learning to drive an automobile, the beginner will have a few accidents: he may run up on the sidewalk in making a left turn; he may forget that he parked near a tree and back into it; or he may break a few garage doors while trying to make a graceful entrance or exit.

c. Mrs. Wendell, president of the club, spoke as follows: "It gives me great pleasure on this occasion . . ."

(For further illustrations of rule 2 note the use of the colon following the sentences of instruction preceding several of the exercises in this book.)

Exercise 118 [1]

In the following exercise give the rule governing the use of each comma, semicolon, and colon used:

1. Provide yourselves with the following writing materials: a pad of theme paper, a pen, a bottle of blue-black ink, a blotter, and an eraser.

2. There are, in general, two kinds of sport writing: (1) the reporting of contests, and (2) the discussion of various conditions in the athletic world.

[1] For pupils who need additional drill, see Tanner's "Exercises in Correct English" (complete edition), Exercise 46, or Book I, Exercise 39.

3. The kinds of work to be done by the editorial staff of a school paper are the following: (1) writing articles, (2) editing articles and writing headlines, (3) keeping track of copy and reading proof, and (4) making up the paper into page form.

4. Obviously there are three main methods of portraying character: to tell what the person does; to tell what he thinks or believes; and to name his characteristics.

5. An interview is a report of a conversation between a public man and a reporter: it is usually the man's answers to a series of questions asked by the reporter.

115. The Dash

1. Change in sense or construction. Use a dash to indicate an abrupt change in the sense or in the construction of a sentence.

a. Our guide was named — what was that fellow's name?
b. If you have time this evening, you might — by the way, that's surely a becoming dress.

2. Parenthetical and appositive expressions. Use dashes to set off parenthetical, appositive, or explanatory expressions introduced informally into a sentence. In many cases commas are preferable to dashes.

a. That man — he does not look it now — was once a great athlete.
b. Her most cherished possessions — her books, her flowers, and her pets — were the only companions she desired.

3. Before a summarizing expression. Use a dash before an informal expression that summarizes or adds to the meaning of the sentence. Often a comma is preferable to a dash.

a. He was the strongest man I ever saw — a modern Hercules.
b. Light, air, food, heat, and moisture — these are the five essentials of life.

4. Emphasis, or heightened effect. Use a dash to mark a pause intended to heighten the dramatic or rhetorical effect

of a sentence or to give strong emphasis to the word or the expression following it.

a. The old dowager praised him for risking his life to save hers, and then for his great heroism gave him as a reward — her autographed picture.

b. You may as well cease your pleading, because I will never give my consent — never!

Caution. *Avoid using the dash with any other mark of punctuation unless the other mark would be required even if the dash were omitted. Do not adopt the slovenly rule: When in doubt as to the correct punctuation, use a dash.*

Exercise 119[1]

In the following sentences tell where dashes, as well as other marks of punctuation, should be used, and give the rule for each mark of punctuation that you supply:

1. In 1867 Stevenson Louis as his friends called him entered Edinburgh University.

2. Seemingly she had everything to make one happy a loving family hosts of devoted friends good health a comfortable home and an assured income.

3. The story of "Treasure Island" sprang full-armed with cutlass and pistol from a map a map of an island set in the silver sea.

4. The more we told of our troubles the more man woman and child they clung to the shelter of their houses.

5. In three weeks' time three weeks two weeks ten days we'll have the best ship sir and the choicest crew in England.

6. After a long search a search lasting three days we found him lying on a bunk in a deserted mining camp dead.

7. I was just going to tell you bless me what was it I was going to tell you?

8. Angling is something like poetry a man must be born to it.

[1] For pupils who need additional drill, see Tanner's "Exercises in Correct English" (complete edition), Exercise 47.

9. The inscription mentions his age at the time of his death fifty-three years.

10. "Ay" said the baron plucking up spirit "but wait until tomorrow tomorrow you shall take your bride to the cathedral."

116. Parentheses

1. Nonessential words, phrases, and clauses. Inclose in parentheses nonessential words, phrases, and clauses introduced into a sentence, unless commas or dashes seem preferable.

a. There are a few (not many) changes that I should like to make.

b. Then he began to make excuses (just as I had expected that he would), but I remained firm in my demands.

c. The rules for the agreement of a predicate verb with its subject (see section 51) should be learned.

NOTE. Do not use any other mark of punctuation with parentheses, unless (as in example *b*) it would be required even if the parentheses were not used.

2. Figures, signs, letters, and dates. Use parentheses to inclose figures, letters, signs, and dates inserted into a sentence.

a. In typewriting, a dash (—) consists of two hyphens (- -).

b. Thomas Jefferson (1743–1826) was the third president of the United States.

c. The three great divisions of our government are (1) the legislative, (2) the executive, and (3) the judicial.

117. Brackets

Use brackets to inclose a word or an expression inserted into a sentence or a passage by someone other than the author of the original passage.

1. "That was his [Bret Harte's] first introduction to California."

2. "In the year 1734 [actually 1733] the first edition of the book was published."

Exercise 120

In the following sentences tell where parentheses and brackets, as well as other marks of punctuation, should be used, and give the rule for each mark of punctuation that you supply:

1. That rare old book there are only three other copies of the first edition in existence was given the college library by my uncle.
2. I met them Miss Nugent and her mother at a hotel in Florida.
3. Come into the library. It's the only room in the whole house a most uncomfortable old castle I assure you that has any heat in it.
4. Ladies and gentlemen all that is left for me to say I can say in three words "I thank you." Applause.
5. His home city St. Louis declared a holiday in honor of this its most famous citizen.

118. Quotation Marks

1. Direct quotations. Use quotation marks to inclose a direct quotation.

a. "How well you look!" exclaimed my mother.
b. "Can anyone in this class," inquired the lecturer, "tell me what causes the aurora borealis?"
c. "Well, that is no disgrace," he continued, after a pause. "No one has ever discovered the real cause."

(Observe closely the punctuation before and after explanatory statements, such as *exclaimed my mother, inquired the lecturer, he continued, I asked, she said, he replied.*) (See section 112, 12.)

NOTE. Do not inclose indirect quotations in quotation marks.

a. Mother exclaimed how well I was looking.
b. The lecturer asked whether anyone in the class could tell what causes the aurora borealis.

2. Quotation within a quotation. Use single quotation marks to inclose a quotation within a quotation.

"Yes," said Anne, "but when I told her that, she replied, 'You are mistaken.'"

3. Titles. Use quotation marks to inclose the *quoted* title of a poem, a story, an essay, an article, a chapter, a lecture, a picture, a statue, or a musical composition. The *quoted* title of a book, a play, a newspaper, or a magazine may be inclosed in quotation marks or be printed in italic type (see section 108, 1).

a. Have you read "The Hike that Failed" in *Boys' Life*?
b. I shall always remember how proud I was when I learned to play "The Flower Song."
c. In front of the Museum of Fine Arts stands Cyrus Dallin's "Appeal to the Great Spirit."

4. Long quotations. When two or more paragraphs or stanzas are quoted consecutively, use quotation marks at the beginning of each but at the end of the last one only.

5. Nicknames and slang words. Inclose in quotation marks nicknames, slang words, unusual or coined words, and words used humorously or ironically.

a. "Red" Snyder and "Tubby" Ford have become desperate rivals.
b. "Tubby" says that "Peg" Haynes is a "gold-digger."
c. Our chauffeur told mother that he gave his sweetheart a "pendulum" on a gold chain for a Christmas present.

6. In combination with other marks of punctuation. In using a quotation mark and some other mark or marks of punctuation after a word, arrange them in one of the appropriate orders illustrated below.

a. He asked me, "Where is your father?"
b. "You may," I replied, "find him at the courthouse."
c. When she saw you, did she exclaim, "Well, of all things!"?
d. I am sending you a copy of "The Omnibus of Sport"; however, if you do not like it, you may return it to me.

Exercise 121

In the following sentences tell where quotation marks, as well as other marks of punctuation, should be used, and give the rule for each mark of punctuation that you supply:

1. Draw down the blind Jim whispered my mother they might come and watch outside.
2. My dear said my mother suddenly take the money and run on. I'm going to faint.
3. Well squire said Dr Livesey I don't put much faith in your discoveries as a general thing but I will say this John Silver suits me.
4. We had invited a company of friends in for dinner said our hostess and our cook became ill or said she was ill and left us.
5. Why asked the baron can you not send someone in your place?
6. Did you ever hear Edwin Markham read The Man with the Hoe he asked.
7. In our schoolroom hangs a copy of The Jester which was painted by Frans Hals.
8. Bugs Johnson says he thinks Goldsmith's comedy She Stoops to Conquer is a knock-out.
9. That does not answer my question replied the principal for I asked Where were you yesterday?
10. Oh of course if you want to go I'll take you he replied All the same you know how I hate recitals I'd rather not.

119. The Apostrophe

1. Possessive case. Use an apostrophe to indicate the possessive case.

a. The dog's tricks amused James's friends.
b. The factory makes men's, women's, and children's shoes.
c. My sister and her chum sometimes wear each other's dresses.
d. Miss Collins's record book was found in the girls' study hall.

NOTE. Do not use an apostrophe in writing the following possessive pronouns and adjectives: *ours, yours, his, hers, its, theirs,* and *whose.*

2. Plural of letters and figures. Use an apostrophe to form the plural of letters, figures, and signs.

a. There are two *c's* and two *m's* in *accommodate.*
b. You make your *7's* and *9's* too much alike.
c. There are two Y.M.C.A.'s in our city.

3. Contractions. Use an apostrophe to mark the omission of letters or figures in writing contractions or abbreviations.

a. I can't tell you who's living in the house now.
b. We are the members of the Class of '37.

NOTE. Remember that *it's* is the contraction of *it is* or *it has*, and that *who's* is the contraction of *who is* or *who has.*

Exercise 122[1]

Write the following sentences, supplying apostrophes and all other marks of punctuation that may be required:

1. Its eight oclock Bobs mother called to him.
2. Youve slept late and youll be tardy at school she said.
3. They havent told us yet when theyre leaving.
4. Doesnt she know that it wasnt Annes fault?
5. If she isnt coming wholl play the piano for us?
6. There arent many of my mothers family living now.
7. Lets pretend that weve heard nothing of the affair.
8. She hasnt told anyone whos coming to see her tonight.
9. On my last months report I received three As and two Bs.
10. Therell be several people at the camp whom I dont know.

Achievement Test

Your teacher will dictate to you in class a group of sentences that will test your knowledge of the correct use of capital letters, italics, and the marks of punctuation.

SCORE: 1 point for each capital letter, italicized word, and mark of punctuation

[1] For pupils who need additional drill, see Tanner's "Exercises in Correct English" (complete edition), Exercises 43 and 48, or Book I, Exercise 38.

CHAPTER X

Building Better Sentences

Test Exercise I

Using each of the groups of short simple sentences given below, make one good *simple* or *complex* sentence. Choose from each group the short sentence that seems to you to express the main idea, and use this as the principal clause. Reduce the other sentence or sentences to a single word, a phrase, or a subordinate clause. Punctuate each of your sentences correctly.

SCORE: 10 points for each sentence

1. Fire destroyed the house. It belonged to our neighbor.

2. I went fishing last Saturday. I went with my chum.

3. That is Dr. Walton. He is our school physician.

4. A serious accident occurred. It happened on our street. Three persons were injured.

5. The meeting was over. I went to get my books. I had left them in my locker.

6. Jack was chosen captain of our football team. He has played on the team for the past two years.

7. Dorothy received a letter. It was from her brother. He is a student at Princeton.

8. My grandfather gave me these books. They were a present on my last birthday. I was fifteen years old.

9. The boys were all tired and hungry. They had hiked for five hours. They had eaten an early breakfast.

10. Some of the boys gathered wood and started a fire. The others got the food ready to cook.

Test Exercise II

Rewrite each of the following sentences so that it expresses the thought correctly and clearly. Punctuate your sentences accurately.

SCORE: 10 points for each sentence

1. They have many interesting customs in China.
2. Being a superstitious person, the incident annoyed her.
3. We only have two more days of school before Christmas.
4. I lay listening to the band concert on the bed in my room.
5. To celebrate the event, a banquet was given by the club.
6. We found some doughnuts in the basket, which we ate.
7. In the evening paper it says there will be snow tonight.
8. When a boy on the farm, my grandfather came to visit us.
9. Having expected to win the game, the defeat was a great disappointment to all of us.
10. The coach of the opposing team was Mr. Wilkins, and who once taught in our school.

120. Five Essentials of Good Sentences

Good sentences must satisfy the following five requirements:

1. They must be correct.
2. They must be complete.
3. They must be clear.
4. They must be effective.
5. They must be pleasing.

It is the purpose of this chapter to help us to become better sentence-builders. The five essentials of good sentences are explained and illustrated, and several exercises are provided to afford us practice in making better sentences by revising faulty sentences.

MAKING SENTENCES CORRECT

121. Requirements of Correctness

To be correct, a sentence must be constructed according to the established rules of grammar and the rules governing

capitalization, punctuation, spelling, and the use of words. The questions given below will provide us with a definite system of procedure in revising sentences. Thorough and accurate revision will teach us how to avoid many errors in the future and will thus enable us to construct better sentences. To make sure that we understand the rules and principles involved in each of the following questions, we should review the sections indicated until we know them.

1. Grammatical correctness. *a.* Is the group of words really a sentence (sections 104, 105, 106)?

b. Does the predicate verb agree in person and in number with the subject (section 51)?

c. Is each pronoun in the right case (sections 31, 39, 40, 41, 43, 47, 74, 80, 82)?

d. Is the genitive (possessive) case of nouns rightly used (sections 23, 42)?

e. Are all possessive pronouns and adjectives correctly written (sections 34; 61, 2, e)?

f. Do all pronouns properly agree with their antecedents (sections 25, 31, 33)?

g. Does the right case of the substantive follow the verb *be* (sections 38; 39; 40, 6; 47; 80, 1)?

h. Has the right verb been used (section 60, 8)?

i. Has the proper tense been used (sections 52; 60, 2, 3, 4)?

j. Has the right auxiliary been used (sections 58; 59; 60, 7)?

k. Has the right mood been used (sections 54; 55; 56; 57; 60, 5, 6)?

l. Is there proper sequence of tenses (sections 80, 2; 85, 3; 99)?

m. Are adjectives and adverbs used correctly (sections 66, 67, 68)?

n. Has the use of the double negative been avoided (section 69)?

o. Are prepositions correctly used (sections 72, 74)?

p. Are all conjunctions rightly chosen and properly placed (sections 76, 77, 78)?

q. Are infinitives, participles, and gerunds attached to the words to which they are intended to refer (sections 80, 3; 82, 2; 85, 4)?

2. Correctness of capitalization and punctuation. *a*. Have all words requiring capital letters been capitalized? Are any words wrongly capitalized? (Section 107)

b. Is the sentence correctly punctuated (sections 109–119)?

3. Correctness of spelling. *a*. Are any words misspelled (sections 170–171 and the dictionary)?

b. If any words have been divided at the end of a line, is the syllabic division correct (section 172)?

4. Correctness in the use of words. *a*. Are there any errors in the use of words (sections 151–156)?

b. Would a synonym of any word used be better (section 145, 5)?

Since each sentence involves several rules, we should not attempt to apply all the rules at once in revising a sentence.

Exercise 123

Let us suppose that the following faulty sentences have been taken from your own compositions. Using the questions in the preceding section, examine each sentence closely for errors. If you are in doubt as to any point, consult the section or sections cited after the question or consult other portions of the book. When you have carefully revised a sentence, write it in corrected form. After each sentence inclose in parentheses the number of the section or sections containing the rules that support your corrections.

A

1. The horse acted like he was frightened at something.
2. Each one of the farmers told us they would notify us when the berries was ready to be picked.
3. After a day spent out of doors we all slept good and felt finely the next morning.
4. He don't look like he had recently been in the hospital.
5. I never ate any of these sort of apples before.
6. We arrived at the theater earlier than anybody.
7. Christmas celebrations in Russia are very different than those in the United States.
8. The lonely little woman talked to Gertrude and I for a long time and she seemed real sorry to see us go.
9. There was a tennis court in back of our house.
10. I knew directly I heard Sport barking said Tom that you was coming up the driveway.

B

1. When they had all ate they went in the living-room.
2. We wondered if the man who we saw approaching was him?
3. Don't you think Marjorie is the prettiest of the twins, she asked me?
4. He told John and myself that he had'nt no work for us.
5. If anybody is late we shall not wait for them.
6. Every morning she would lay in bed and wait for mother to call her.
7. Neither Margaret or him were responsible for the accident.
8. I told him if I was him I would try to get a vacation job.
9. Let's us pretend its a birthday present, suggested Doris.
10. There was three prizes to be given to the winners.

C

1. Wasn't you scared when he told you to come in his office.
2. If that had been them they would have waved to us, I said.
3. When I come downstairs every one of the family begun to tease me about my long trousers.
4. Miss Comstock will I be promoted? asked Eleanor.
5. Now whom do you suppose I am, asked the queer little man?

6. Every one of the girls gave me their promise that they would not tell anyone.

7. I was not afraid of measles, I told her, for I had had them.

8. I asked father whom he thought would be elected on Tuesday.

9. Mount Everest is the highest of any mountain in the world.

10. Where the other members of our party had gone to we could not imagine.

D

1. We will never have a finer day for a picnic said my father.

2. Everybody acted like they were real glad to see me.

3. If I was you, I said to her, I would accept his apology.

4. Having been injured in an automobile accident just the day before the game and being in the hospital.

5. To make cooking at the camp more convenient, a kerosene stove was bought.

6. Tom wrote us that he could not come. Because his father was ill.

7. Wasn't you thrilled when he sung The Cuban Love Song Thelma asked me?

8. One of my teachers in Junior High School learned me to play the mandolin.

9. You will find your book laying on the hall table she said.

10. The following day was as cold if not colder than the day before but afterwards the weather became some warmer.

MAKING SENTENCES COMPLETE

122. Incomplete Sentences

A sentence should express one *complete* thought. Violations of this requirement are of two kinds: (1) the divided sentence and (2) the divided sentence-thought.

1. The divided sentence. When a period is carelessly placed within a sentence and the word following the period is capitalized, the sentence is divided and completeness is violated. This error is called the *period fault* (see section 105). The portion of the sentence following the period is

usually a phrase or a subordinate clause and is therefore only a fragment of a sentence, which cannot stand alone.

Incorrect: I asked him for his pen. Mine having gone dry.
Correct: I asked him for his pen, mine having gone dry.
Incorrect: I asked him for his pen. Since mine had gone dry.
Correct: I asked him for his pen, since mine had gone dry.

2. The divided sentence-thought. Frequently a single sentence-thought is improperly expressed by means of two or more short simple sentences that together state only one complete thought.

Incorrect: She stood at the window. She watched for him eagerly.
Correct: Standing at the window, she watched for him eagerly.
Incorrect: The day was cold. It was dark and rainy also.
Correct: The day was cold, dark, and rainy.

Do not use two or more short simple sentences to express a single sentence-thought.

Exercise 124[1]

In the following exercise you will find some sentences that are complete and some that are divided. Write each divided sentence as a good complete sentence. A few sentences will read more smoothly and be more effective if you will place the second part of the divided sentence first. Make any other changes that will improve the sentence.

1. Once more we were back at our old home. Which we had not visited for ten years.

2. Having read the book, I prepared to write my report.

3. At daybreak they left camp. In spite of all that we could do to prevent their going.

4. We felt hurt at their lack of appreciation. After we had done all that we could to make their visit enjoyable.

[1] For pupils who need additional drill, see Tanner's "Exercises in Correct English" (complete edition), Exercise 52, or Book I, Exercise 30.

5. They were in great danger. Their car having stopped on the railroad track just at the time that the train was due.

6. We returned sooner than we had expected. Because we had heard that someone had broken into our house.

7. All bills were mailed on Friday. That being the last day of the month.

8. The man who greeted me was not a stranger. But someone whom I had known all my life.

9. What the trouble might be I could not imagine.

10. On the doorstep I found my cap. Where it had lain all night.

Exercise 125 [1]

Each of the following groups of simple sentences expresses, as you will notice, only one complete sentence-thought. In each group pick out the simple sentence or sentences that seem to you to contain the most important idea. Using this or these as the principal clause, combine with this principal clause the other simple sentence or sentences, changed to a phrase or a subordinate clause, to form a good simple or complex sentence. Write each of your sentences in the best form that you can devise.

MODEL

Group of simple sentences: Hazel is my cousin. She is now visiting me. She lives in Detroit.
Simple sentence: My cousin Hazel, from Detroit, is now visiting me.
Complex sentence: My cousin Hazel, who lives in Detroit, is now visiting me.

1. Our athletes were well trained. They won the meet.

2. We went skating. The dog followed us.

3. The ship was wrecked. No lives were lost.

4. You will prepare your lessons. You may go with me.

5. We visited Aunt Eleanor. We missed Uncle Henry.

6. I was reading "Silas Marner." It is a novel. George Eliot wrote it.

[1] For pupils who need additional drill, see Tanner's "Exercises in Correct English" (complete edition), Exercise 54.

7. We saw a black swan. It was swimming on the pond. The pond is in the city park.

8. The man was taken to the hospital. He had been struck by an automobile. He was crossing the street. His name is not known.

9. The driver was unable to stop his car. The brakes were defective. He had seen the man.

10. We had seen the man pass our house several times. He was a stranger. He now stood in our doorway.

123. Overloaded Sentences

A sentence should express one, but *only one,* complete thought. We violate this requirement when we put into the same sentence two or more thoughts that are not closely enough related to be combined in a single sentence. The overloading of sentences usually results from (1) the comma fault or (2) the careless use of *and.*

1. The comma fault. Do not combine two distinct sentences into one sentence by placing a comma between them. Write and punctuate each as a separate sentence. (See section 106)

Incorrect: We caught very few fish, the lake should be restocked and fishing prohibited for three years.

Correct: We caught very few fish. The lake should be restocked and fishing prohibited for three years.

2. The careless use of *and*. Do not join by the conjunction *and* two or more sentences that are not closely enough related to form a single complete sentence. Haste and careless thinking are usually responsible for this error.

Incorrect: The library has received several new books, and the librarian announces that some changes in the rules have been made.

Correct: The library has received several new books. The librarian announces that some changes in the rules have been made.

Exercise 126

In the following overloaded sentences pick out each separate sentence and write it as a separate sentence. Omit any words that are unnecessary.

1. This was Edith's seventeenth birthday, and at the party she forgot all the cares and worries of being a senior in high school.

2. There were no signs of life at the camp, had the other members of our party not yet arrived?

3. Mr. Merriman repairs watches and clocks, and when Clara and I were out walking yesterday, we saw a beautiful sapphire bracelet in his shop window.

4. The accident had delayed us more than two hours, but now we were once more on our way, and before we reached home the moon rose.

5. Jack Hardy surprised us all by winning the mile race, the year before he was a member of the second basket-ball team, but no one thought that he would become one of our best track athletes.

6. General science is my favorite study, I have already gained much useful information from it.

7. When the coach told me that there was no chance of my winning a place on the team, I was greatly disappointed, and I had expected to play in the Thanksgiving game.

8. We sold our farm and moved to town, the schools in the country were very poor, and father wanted us to get a good education.

9. My brother left on the day that he received his appointment, that was the last time we saw him alive.

10. The motion-picture industry has become one of the largest in the world, nearly every town has a motion-picture theater.

124. Improper Omission of Words

Sometimes we carelessly violate both completeness and clearness in the expression of a thought by omitting a necessary word. The most common omissions are the following:

1. Omission of the subject and predicate of a dependent clause. When an elliptical, or abbreviated, clause stands at the beginning of a sentence, the subject and predicate are improperly omitted unless the omitted subject is the same as the subject of the main clause that follows the introductory clause.

Incorrect: When a young girl, my grandmother visited us.
Correct: When *I was* a young girl, my grandmother visited us.
Correct: While in camp last summer, I learned to swim.

2. Omission of a principal verb. Do not omit a *principal* verb in any part of a sentence unless the verb has been expressed in the same form elsewhere in the sentence.

Incorrect: He has not and never will repay me.
Correct: He has not *repaid* me and never will repay me.
Incorrect: We have not bought a car, nor do we intend to.
Correct: We have not bought a car, nor do we intend to *buy* one.
Correct: I did not find my pen, nor do I expect to.

3. Omission of an auxiliary or a copulative (linking) verb. Do not omit an *auxiliary* or a *copulative*, or *linking*, verb unless the form expressed earlier in the sentence is grammatically correct and is clearly implied in the latter part of the sentence.

Incorrect: The plan was approved and preparations begun.
Correct: The plan was approved and preparations *were* begun.
Incorrect: One answer is right; the others, incorrect.
Correct: One answer is right; the others *are* incorrect.
Correct: The house has been painted and the fence repaired.

4. Omission of an adjective. Do not omit the article (*a, an, the*) or a demonstrative or a possessive adjective before a noun in a series unless the other noun or nouns denote

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the same person or thing or are clearly distinguished by their meaning.

a. We elected a secretary and treasurer. (One person)
b. We elected a secretary and *a* treasurer. (Two persons)
c. My sister is Mr. Ames's stenographer and secretary.
d. My sister took a trip last summer with her cousin and *her* chum. (Two persons)
e. The doctor, coach, and principal stood near the injured player. (Three persons, clearly distinguished by their titles)

5. Omission of a preposition. Do not omit a preposition that is either grammatically or idiomatically necessary to the complete expression of the thought.

Incorrect: He has no faith or patience with doctors.
Correct: He has no faith *in*, or patience *with*, doctors.
Better: He has no faith in doctors or patience with them.

6. Omission of subordinating conjunctions. In formal writing do not omit *that* after *so* when *so that* is required to introduce a clause of purpose or of result.

Incorrect: Darkness came so quickly we had no time to make camp.
Correct: Darkness came so quickly *that* we had no time to make camp.

Exercise 127

Tell what word or words should not have been omitted from each of the following sentences, and then read the sentence with the word or words supplied:

1. They have not and very likely are not coming.
2. He seemed to have no knowledge or interest in radio.
3. While putting away his tools, the five o'clock whistle blew.
4. All the windows and doors were locked, and the house deserted.
5. While driving home, an accident occurred.
6. When a young puppy, I began teaching my dog tricks.
7. All of us could have gone if we had wanted to.
8. The large box was opened, and the presents distributed.
9. Some people hurry so much trying to save time they are too tired to enjoy the time that they have saved.
10. I believe and always have that an education is worth all that it costs in labor and sacrifice.

MAKING SENTENCES CLEAR

125. Incorrect Reference of Pronouns

A sentence does not express a thought clearly unless every pronoun in it refers unmistakably to a definite antecedent.

1. The reference of a pronoun to its antecedent should always be definite.

Indefinite: Tom told John that his answer was wrong.
Definite: Tom said, "John, your answer is wrong."
Definite: Tom said, "John, my answer is wrong."

2. A pronoun should have as its antecedent a *definitely expressed noun or pronoun* that designates a *particular* person, animal, or thing.

Incorrect: We accused him, but he denied it.
Correct: We accused him of the theft, but he denied it.
Incorrect: We went clam-digging but got only a peck of them.
Correct: We went clam-digging but got only a peck of clams.

3. Except in such impersonal expressions as *it rains, it is warm, it seems,* avoid the use of the pronoun *it* without a definite antecedent.

Incorrect: In the paper it says we shall have rain today.
Correct: The paper says we shall have rain today.

4. Except in the colloquial expression *they say,* avoid the use of the pronoun *they* without a definite antecedent.

Incorrect: They wear few clothes in the tropics.
Correct: People who live in the tropics wear few clothes.
Incorrect: In the museum they have two stuffed elephants.
Correct: In the museum there are two stuffed elephants.

5. Avoid the careless use of the relative pronoun *which* to refer to an entire clause or sentence. If *which* is used, it is better to give it a single word as an antecedent.

Avoid: Our team lost the game, which was a great surprise to us.
Better: Our team lost the game — a result which was a great surprise to us.
Still better: We were greatly surprised that our team lost the game.

Exercise 128 [1]

Point out and explain the error in the reference of a pronoun in each of the following sentences, and then read the sentence with the thought fully and clearly expressed:

1. In my history it says that Columbus was born in Genoa.
2. Several of us went duck-hunting, but we saw very few of them.
3. My uncle aided him financially, but he has never paid it back.
4. She refused our request, which was just what we had expected.
5. During the night he escaped, but no one could explain it.
6. They formerly were suspicious of foreigners in Siam.
7. Father telephoned Mr. Vance that his car had been stolen.
8. The letter was never returned to me, which made me believe that he did get it.
9. In the college that my sister attends they have student self-government.
10. In "Ivanhoe" it tells how a tournament was conducted.

126. Incorrect Reference of Participles

Avoid beginning a sentence with a participial phrase that does not properly refer to the subject of the clause that follows it (see section 85, 4).

Incorrect: Being a foreigner, the custom amused him.
Correct: Being a foreigner, he was amused at the custom.
Correct: Since he was a foreigner, the custom amused him.

Do not end a sentence with a participial phrase unless the participle properly refers to some particular word in the clause preceding it.

Incorrect: She uses good English, thus helping her to win high marks.
Correct: Her use of good English helps her to win high marks.

[1] For pupils who need additional drill, see Tanner's "Exercises in Correct English" (complete edition), Exercise 55.

Incorrect: He was absent from school, caused by measles.
Correct: His absence from school was caused by measles.
Correct: He handed to me a card bearing his name and address.

127. Incorrect Reference of Gerunds

Do not begin a sentence with a gerund phrase unless it is the subject, or unless the gerund properly refers to the subject, of the sentence (see section 82, 2).

Incorrect: In writing the letter, many words were misspelled.
Correct: In writing the letter, I (you, he, she) misspelled many words.
Incorrect: After examining me, I was given a prescription.
Correct: After examining me, the physician gave me a prescription.
Correct: After being examined, I was given a prescription.
Correct: After I had been examined, I was given a prescription.

128. Incorrect Reference of Infinitives

Do not begin a sentence with an infinitive or an infinitive phrase unless it is the subject, or unless the infinitive properly refers to the subject, of the sentence (see section 80, 3).

Incorrect: To find the place, a guide will be needed.
Correct: To find the place, you will need a guide.

Exercise 129 [1]

Correct all errors in the reference of participles, gerunds, and infinitives in the following sentences. Wherever it is possible to do so, write two correct versions.

1. The whole valley was flooded, caused by the breaking of the dam.
2. Upon hearing of the disaster, aid was sent at once by the Red Cross.

[1] For pupils who need additional drill, see Tanner's "Exercises in Correct English" (complete edition), Exercise 56.

3. To enjoy the opera fully, a knowledge of Italian is essential.

4. Having worked very hard, his failure was a great disappointment to him.

5. By planning a composition carefully, much time can be saved.

6. The next day she received a letter saying that her relatives were all safe, thus relieving her mind.

7. To increase their sales, an advertising campaign was planned by the company.

8. After waiting in line for almost an hour, the doors were finally opened.

9. The orange crop was damaged, caused by a late freeze.

10. Having been informed that train service would be resumed next day, plans were made by the stranded tourists to return to the city.

129. Careless Placing of Modifiers

Each word, phrase, or clause used as a modifier should be so placed in the sentence that the reader will immediately connect it with the right word.

1. Words used as modifiers. The words *not, nearly, almost, only, even,* and *just* (= *only*) must be placed with care. In the following sentences notice the change in meaning that results from shifting the position of some of these words:

a. *Only* I gave him a dime.
b. I gave *only* him a dime.
c. I gave him *only* a dime.
d. I gave him a dime *only*.
e. I *nearly* made a dollar.
f. I made *nearly* a dollar.
g. *Almost* everyone was late.
h. Everyone was *almost* late.
i. He was *not even* hurt.
j. *Not even* he was hurt.
k. *Not* all birds are robins.
l. All birds are *not* robins.

2. Phrases used as modifiers. Place modifying phrases next to the words that they modify.

Incorrect: We stood watching the parade *on the front porch.*
Correct: We stood on the front porch watching the parade.

3. Clauses used as modifiers. Place each relative clause as near as possible to the word that it modifies.

Incorrect: I wear a watch on my arm *that is fastened with a strap.*

Correct: On my arm I wear a watch that is fastened with a strap.

4. Ambiguous, or "squinting," modifiers. Avoid placing a modifier in such a position in the sentence that it may refer either to the preceding or to the following word or words.

Ambiguous: He promised *faithfully* to do the work.
Clear: He faithfully promised to do the work.
Clear: He promised to do the work faithfully.
Ambiguous: Tell John, *if he is better,* I will come to see him.
Clear: If John is better, tell him I will come to see him.
Clear: Tell John I will come to see him if he is better.

Exercise 130 [1]

Make the meaning of each of the following sentences clear by putting in its proper position any misplaced modifier:

1. I have nearly spent all my money.
2. They watched the aviator sitting in an upstairs window.
3. Every pupil does not take part in athletics.
4. The boy promised at once to deliver the message.
5. There were two sandwiches in the bag, which we ate.
6. We have only seen Niagara Falls once.
7. The boy gazed at the wild animal on crutches.
8. I took some clothes along with me in a suitcase that I thought I might need.
9. She said because we had asked her politely that she would tell us a story.
10. The man who met us at the door with red hair seemed frightened.

[1] For pupils who need additional drill, see Tanner's "Exercises in Correct English" (complete edition), Exercise 57.

130. Position of Correlative Conjunctions

Clearness in sentence composition demands that the two members of such correlative conjunctions as *both . . . and, either . . . or, neither . . . nor, not only . . . but also,* be carefully placed in the sentence. The words immediately following the members of the correlative must be in the same construction.

Incorrect: We neither found the thief nor the money.
Correct: We found neither the thief nor the money.
Incorrect: We not only were disappointed but angry also.
Correct: We were not only disappointed but angry also.

Exercise 131

Use correctly in sentences of your own the four correlative conjunctions given in section 130.

131. Excessive Coördination

Unless a sentence-thought contains two or more main ideas that are equal in importance, do not use a compound sentence, but a simple sentence or a complex sentence, to express the thought.

1. The *and* habit. Avoid carelessly expressing each part of a sentence-thought as an independent, or principal, clause and then mechanically linking the clauses together with *and* to form a compound sentence. Almost always the sentence-thought can be better expressed by means of a simple or a complex sentence.

Incorrect: Vera is my cousin, and she lives in Georgia.
Correct: Vera, my cousin, lives in Georgia. (A simple sentence)
Correct: My Cousin Vera lives in Georgia. (A simple sentence)
Incorrect: My Cousin Vera lives in Georgia, and she is now visiting us.
Correct: My Cousin Vera, who lives in Georgia, is now visiting us. (A complex sentence)

2. The *and so* habit. Do your best to break yourself of the *and so* habit both in speaking and in writing. Generally one of the two clauses loosely connected by *and so* should be subordinated to the other and the sentence made complex. Sometimes one of the clauses may be reduced to a phrase.

Incorrect: Saturday it rained, and so the game was postponed.
Correct: Since it rained Saturday, the game was postponed. (Complex sentence)
Correct: The game scheduled for Saturday was postponed on account of rain. (Simple sentence)

3. Stringy compound sentences. Do not link together by means of *and, but, or, nor,* or *for* two or more distinct sentence-thoughts to form a long, loosely constructed (or stringy) compound sentence. Express each sentence-thought in a separate sentence.

Incorrect: Fred and I were on our way home from the game, and we stopped to get some ice cream; and while we were eating, he asked me to go to the movies with him.
Correct: When Fred and I were on our way home from the game, we stopped to get some ice cream. While we were eating, he asked me to go to the movies with him.

Exercise 132 [1]

Overcome excessive coördination in each of the following sentences by rewriting it as a complex sentence:

1. Sunday was a fine day, and so we went for a drive.
2. The girl came highly recommended, and mother employed her, and we liked her very much.
3. Father had been told that the man whom he had hired as chauffeur was not very reliable, and we were not surprised when he gave up the job.
4. The furnace became overheated and set the house afire, and so mother called the fire department.

[1] For pupils who need additional drill, see Tanner's "Exercises in Correct English" (complete edition), Exercise 58.

5. The foreman sent word for me to come to see him, and so I went at once.

6. We had planned to return in time to attend church, but we had engine trouble, and so we did not get back early enough to go.

132. Faulty Coördination

Faulty coördination results from (1) the misuse of coordinating conjunctions and (2) the careless choice of coördinating conjunctions.

1. The misuse of coördinating conjunctions. Do not use a coördinating conjunction to join a phrase or a subordinate clause to a principal clause. *Remember that coördinating conjunctions must connect two words, two phrases, or two clauses of equal rank in the sentence.*

Incorrect: I spilled ink on my dress, and thus ruining it.
Correct: I spilled ink on my dress and ruined it.
Incorrect: This is an exciting story, and which you should read.
Correct: This is an exciting story, which you should read.
Incorrect: She was my cousin, but whom I had not met before.
Correct: She was my cousin, but I had not met her before.
Correct: She was my cousin, whom I had not met before.

Caution. *Do not use* ***and who, and which, and that, but who, but which,*** *or* ***but that*** *unless a subordinate clause immediately precedes and is in the same construction.*

2. The careless choice of coördinating conjunctions. In constructing a compound sentence choose the connective that accurately expresses the relation between the two clauses.

Incorrect: She seemed unhappy, *and* I could find no reason for her unhappiness.
Correct: She seemed unhappy, *but* I could find no reason for her unhappiness.
Incorrect: I asked him what he wanted, *and* he would not tell me.
Correct: I asked him what he wanted, *but* he would not tell me.

Exercise 133

Point out and explain the fault in coördination in each of the following sentences, and then read the sentence properly coördinated:

1. I intended to prepare the assignment last night, and company came in and kept me from studying.
2. That is an interesting old house, and which he inherited from his grandfather.
3. He was obliged to return home for his key, and thus delaying our inspection of the house.
4. I had borrowed the book for a week, but which I read through on the day that I got it.
5. Dr. Chase is a popular young physician, and who has already built up a good practice.
6. They have had the old house remodeled, but making no great changes in the original plan.
7. I waited for them an hour, and they did not come.
8. This book was once a popular novel, but which few people read nowadays.
9. She has had little previous training and does not work very fast, but who is very reliable.
10. The heat of the furnace is regulated automatically, and thus insuring uniform temperature.

133. Parallel Construction

Within a sentence, ideas that are parallel in thought should likewise be parallel in grammatical expression. That is, words should be parallel with words; phrases, with phrases; and clauses, with clauses. Furthermore, words in parallel construction must be used as the same part of speech. The same requirement applies to phrases and to clauses.

Incorrect: He speaks correctly and with clearness. (Adverb and adverbial phrase)

Correct: He speaks correctly and clearly. (Two adverbs)

Incorrect: They promised to wake me early and that they would have breakfast ready for me. (An infinitive phrase and a noun clause)

Correct: They promised to wake me early and to have breakfast ready for me. (Two infinitive phrases used as nouns)

Correct: They promised that they would wake me early and that they would have breakfast ready for me. (Two noun clauses)

NOTE. Parallel construction is found in sentences in which the correlative conjunctions are properly placed (see section 130).

Exercise 134 [1]

Rewrite each of the following sentences, using parallel construction as a means of making it correct and clear:

1. I like playing outdoors better than to exercise in a gymnasium.

2. At three o'clock he came bringing us a large box of fruit and to take us for a ride.

3. Finally the boy admitted having played truant and that he had gone fishing.

4. Her husband had telephoned her that he would be late and not to postpone dinner.

5. Since I was alone and desiring company, I introduced myself and began talking with the old man.

6. The mechanic promised to repair the car and that he would have it ready for us at five o'clock.

7. He studied in the evenings and whenever he had other spare time.

8. That boy standing at the right of the coach and who is wearing a blue sweater is our best track man.

9. I had neither prepared my history assignment nor my civics lesson.

10. The car seemed to be a great bargain, but which we later found was in poor running condition.

[1] For pupils who need additional drill, see Tanner's "Exercises in Correct English" (complete edition), Exercise 59.

134. Shift in Point of View

Avoid carelessly shifting the point of view within a sentence. If possible, use the same subject and the same voice of the verb throughout the sentence.

Incorrect: She made the highest record in her class, and the scholarship was awarded her.
Correct: She made the highest record in her class and received the scholarship.
Correct: Since she made the highest record in her class, she received the scholarship.

135. Indefinite Subject

Do not use as the subject of a sentence an indefinite phrase. Likewise avoid using as the subject a clause introduced by *because*. Give every sentence a definite, clearly expressed subject.

Incorrect: Not seeing him was why I did not deliver your message.
Correct: I did not deliver your message because I did not see him.
Incorrect: Because you were absent yesterday is no valid excuse.
Correct: The fact that you were absent yesterday is no valid excuse.

136. Indefinite Predicate Nominative

As a rule, do not use a clause introduced by *when, where,* or *because* as a predicate noun. Use a definitely expressed noun or a noun clause.

Incorrect: Exposition is when you explain something.
Correct: Exposition is the process of explaining something.
Incorrect: Lake View is where we spend our summers.
Correct: Lake View is the place where we spend our summers.
Incorrect: The reason he left early was because he was ill.
Correct: The reason he left early was that he was ill.

137. Indefinite Modifiers

Avoid the indefinite use of *this*, *that*, *these*, and *those* as demonstrative adjectives.

Incorrect: Sunday was another of those fine autumn days.
Correct: Sunday was another fine autumn day.
Correct: Sunday was another of those fine autumn days that we frequently have in October.

Do not use *so* and *such* as indefinite modifiers.

Incorrect: Yesterday was so cold.
Correct: Yesterday was extremely cold.
Correct: Yesterday was so cold that several pipes burst.
Incorrect: Mrs. Hamilton is such an entertaining woman.
Correct: Mrs. Hamilton is a very entertaining woman.
Correct: Mrs. Hamilton is such an entertaining woman that I always enjoy talking with her.

Exercise 135

Point out and explain how clearness is violated in each of the following sentences, and then read the sentence with the thought correctly and clearly expressed:

1. Being alone in the house and reading a detective story was why I was frightened when I heard a door slam.
2. My great-uncle was one of those easy-going men.
3. Our reason for going back was because we had forgotten our lunch.
4. Their home is so convenient in every way.
5. Reciprocity is when you help someone who has helped you.
6. Because he was not at home on the night that the robbery was committed does not prove that he is the thief.
7. Carmen, the native girl who worked for us, was such a satisfactory helper.
8. A truce is where two armies agree to stop fighting for a short time.
9. Not wishing to oversleep was why we set the alarm.
10. Everyone seemed so glad that vacation time had come.

MAKING SENTENCES EFFECTIVE

138. Emphasis Through Economy in Words

To be effective a sentence must be correct, complete, and clear. In addition, it should be as brief as completeness and clearness of expression will permit. This means that we must avoid using unnecessary words. Wherever it is possible, we should use a phrase instead of a subordinate clause, or a single word instead of a phrase or a clause.

Incorrect: Scott, he wrote "The Lady of the Lake."
Correct: Scott wrote "The Lady of the Lake."
Wordy: I was an eyewitness and saw the fight.
Better: I was an eyewitness of the fight.
Wordy: At last we secured a guide who had experience.
Better: Finally we secured an experienced guide.
Wordy: We live in a house which was built before the Revolutionary War was fought.
Better: We live in a house built before the Revolutionary War.

Exercise 136

Make the following sentences more effective by omitting all unnecessary words. Wherever you can do so, condense clauses to phrases, or phrases and clauses to single words.

1. The house of our neighbor is a house that is built of brick.
2. The pioneers, because they worked hard every day, they needed no additional exercise.
3. Each year the birthday of the twins was a great annual event.
4. Everyone thought him to be a man who was honest.
5. Mr. Hadley, who is the architect, explained to us what he intends to do when he remodels the house.
6. She wore a coat that was trimmed with fur.
7. He is a man who does not talk very much.
8. On his head he wore a hat that was in a battered condition.
9. The man for whom we work gave each of us five dollars apiece as a present for Christmas.
10. With every step that he took he was coming nearer me.

139. Other Means of Securing Emphasis

In addition to brevity of expression, there are several other means of making sentences more effective.

1. Proper subordination. Emphasis, as well as clearness, requires that the principal idea contained in a sentence-thought be stated in the main clause and that less important ideas be expressed by means of phrases or subordinate clauses.

Unemphatic: The day was stormy, and we remained indoors.
More emphatic: Since the day was stormy, we remained indoors.

2. Position of important words. Words placed at the beginning or at the end of a sentence receive the greatest emphasis. For this reason, unemphatic words, such as conjunctions and prepositions, should usually be put within the sentence.

Unemphatic: The report is *false*, it seems.
Emphatic: The report, it seems, is *false*.

Arranging a sentence in transposed order often improves the emphasis.

Unemphatic: He shouted, "*Help!*" as the boat capsized.
Emphatic: "*Help!*" he shouted, as the boat capsized.
Unemphatic: I fear *nothing* more than fire.
Emphatic: *Nothing* do I fear more than fire.

3. Contrast. Words that are to be contrasted in meaning may be emphasized by being used in the same construction and by being similarly placed in the sentence.

Unemphatic: The *country* was made by *God*, but *man* made the *town*.
Emphatic: *God* made the *country*; *man* made the *town*.
Unemphatic: *David* is a *sophomore*, but *I* am in the *freshman* class.
Emphatic: *David* is a *sophomore*; *I* am a *freshman*.

4. Climax. The relative importance of words in a series can be indicated by arranging them in the order of their increasing importance.

Unemphatic: The flood swept away his family, his house, and his automobile.
Emphatic: The flood swept away his automobile, his house, and his family.

5. Point of view. For the sake of emphasis an impersonal subject and a passive verb should not be used if it is possible to employ a personal subject and an active verb.

Unemphatic: The accident was seen by five thousand people.
Emphatic: Five thousand people saw the accident.

Exercise 137 [1]

Tell in what respect each of the following sentences lacks emphasis, and improve the emphasis by reconstructing the sentence:

1. Mrs. Phelps is my aunt, and she has been visiting us.
2. This book has been read by every member of the class.
3. He shouted, "Fire! Fire!" as he ran out of the house.
4. Character is what we are; what people think we are is reputation.
5. I will not trust you, Henry, no matter what promises you may make.
6. A pleasant outing was enjoyed by everyone on Labor Day.
7. His family, his friends, and his acquaintances turned against the convicted man.
8. The misunderstanding was regretted by both of us.
9. He had failed in his final attempt, in spite of most elaborate preparations.
10. No explanation of their absence was offered by the boys when they returned three days later.

[1] For pupils who need additional drill, see Tanner's "Exercises in Correct English" (complete edition), Exercise 60.

MAKING SENTENCES PLEASING

140. Careless Repetition of Words and Sounds

Needless repetition of words and sounds is displeasing to the reader and distracts his attention. For this reason we should choose and arrange our words with care.

Poor: Do not *try* to *apply* that medicine to your *eye*.
Better: Do not attempt to use that medicine in your eye.
Poor: She *wished* me to give you her best *wishes*.
Better: She desired me to give you her best wishes.

141. Variety in Sentence Structure

In writing a paragraph or a longer composition, we should avoid using the same sentence order in every sentence. Furthermore, we should try to avoid using exclusively sentences of one type, such as simple declarative sentences. With a little care we can easily secure pleasing variety both in sentence order and in sentence type.

Exercise 138

Read aloud the following passage, and note the monotonous sentence structure. Write an improved version of the passage in which you secure variety both in sentence order and in sentence type.

My Dog Sport

Sport is a small fox terrier. He is one year old. He stands eight inches off the ground. His ears are small, but point straight upward. He has dark-brown eyes. His nose is black except for one white spot. His mouth is small. His neck is pure white, and his body is coal black. He has a short tail. His forepaws are pure white. His hind legs are white with black spots. He is very fond of my mother, father, and me. He despises other children. He loves meat. He will walk all around the floor on his hind legs for a bit of it. His favorite plaything is a slipper, and he never fails

to tear the lining out of it. We often go for walks together, and he runs ahead of me and has a good time. He can do tricks. Some of his favorite tricks are playing dead dog and turning somersaults.

CUMULATIVE EXERCISE

A. Rewrite each of the following sentences, correcting all errors that you find:

1. I laid perfectly still and listened.
2. If Fred don't study harder, he shall fail.
3. With Marion and I the baby seemed always contented.
4. The end of the play was different than what I had expected.
5. If you are looking for the coach, that's him yonder.
6. To make a fudge cake, only a few ingredients are needed.
7. We should have liked to have taken the trip with you.
8. Each of my friends have their own hobby.
9. There was a secret door in back of a large picture.
10. The reason I remained at home was because I was ill.

B. Rewrite each of the following sentences, making it complete, clear, and correct in expression:

1. While driving the car home, a curious thing happened.
2. The meeting was called to order and the minutes of the last meeting read and approved.
3. I have not written to him, nor do I intend to.
4. Being a freshman, the sophomores teased my brother.
5. I offered to pay the man who helped me, but he refused it.
6. Dan failed to keep his promise, which surprised me.
7. In getting out of the car, mother's coat was torn.
8. All trains were delayed, caused by a snowstorm.
9. Here is his letter, but which you may not be able to read.
10. Perjury is when someone voluntarily violates an oath.

Achievement Test

Without referring to your book, rewrite each of the following sentences so that it expresses the thought correctly, accurately, and clearly. Give close attention to punctuation.

1 SCORE: 4 points for each sentence

1. My brother has a radio on his boat that he made.
2. Having lost my key, another one had to be obtained.
3. Mother told Catherine that her dress needed pressing.
4. In some vacation camps they have very strict rules.
5. She rang the doorbell, and no one answered it.
6. The play has been advertised and the tickets sold.
7. I will neither tell you where I went nor whom I saw.
8. For developing your films a dark-room is needed.
9. We used to see her every day taking her daily walk.
10. After I had bought my ticket, I only had ten cents left.
11. Fred and I went trout fishing, but we did not catch any.
12. When at home, breakfast is my lightest meal.
13. Father refused to let us use the car, which embarrassed me.
14. After playing several games, refreshments were served to the children.
15. She wore an Italian embroidered shawl to the party which her brother had given her.
16. A compliment is when someone tells you something about yourself that pleases you.
17. Because she was always cheerful and kind made everyone love her.
18. To make the cake by my recipe, only a few ingredients are needed.
19. One of my aunts is a missionary, but whom I have never seen.
20. His head was bruised, caused by his hitting a stone when he was diving.
21. He will soon be discharged from the hospital, the injury was not a serious one.
22. The boys agreed to meet at the logging camp and that each would bring his share of the food.
23. Having no new dress to wear was why I could not attend the reception.
24. While answering the telephone, the doorbell rang, and my dog began barking.
25. Our reason for coming in a taxi was because we could not start our car.

PART THREE

Mastering Words in Speech and Writing

MASTERS OF WORDS AND LEADERS OF MEN

HAS IT ever occurred to you that the persons who lead others are those who have trained themselves to think with originality and accuracy and who have gained a sufficient command of words to express their thoughts clearly and effectively? The great story-tellers of the remote past and the great writers who followed them achieved their eminence because of their skill in using words to convey their thoughts and emotions. The greatest statesmen, the foremost military and political leaders, the most celebrated teachers and ministers, all alike won their places of leadership largely through their mastery of words.

Look about you at the people whom you know. In your own community are not the men and women who occupy the most responsible positions and who exert the greatest influence as leaders those who have developed the power to express themselves well? In your own school are not the boys and girls who lead in scholastic activities those who have a greater mastery of words than the rest?

If you are ambitious, you will greatly aid yourself in realizing your ambitions by making the most of your present opportunities to master as large a number of useful words as possible. Part Three will show you how to proceed in acquiring a stock of words that will be adequate to your needs. It will also guide you in eliminating from your vocabulary words that you should not use and in choosing words that are correct and effective.

CHAPTER XI

Building a Vocabulary

Test Exercise

Choose twenty words from the list given below. Write each word chosen, and following it write a synonym or synonyms of it, that is, a word or words or a phrase having approximately the same meaning; then write an original sentence to illustrate the correct use of each word that you chose. Watch your spelling and punctuation.

SCORE: 5 points for each word and sentence

MODELS

1. (*Consume: devour, destroy.*) The camping party had consumed all their food.
2. (*Anecdote: a brief story.*) Our principal related an interesting anecdote.
3. (*Reliable: dependable, trustworthy.*) Everyone considers Stanley a reliable boy.

adjacent	decrease	infer	placidly	solitary
alter	durable	liberate	renovate	tenacious
augment	evade	malice	response	utility
bestow	feign	obstinate	restore	vocation
commend	fragile	obvious	rumor	yearn

142. Our Need of a Larger Vocabulary

To communicate with other people, we use words, the symbols of ideas, combined in sentences. As we grow older, we are constantly acquiring new ideas from many sources. In gaining new ideas from other speakers and writers, as

well as in conveying new ideas of our own, we need new words. Accuracy, force, and variety in expressing what we have to say likewise make it necessary for us to enlarge our vocabulary, or stock of words. If we wish to grow mentally and to make our speech and writing more effective, we should, therefore, strive continually to increase our vocabulary to meet our needs.

Exercise 139

Make a list of new words that you have recently met in connection with three or more of the following:

1. Civics.
2. Geography.
3. General science.
4. Physiology.
5. Radio or aviation.
6. A new school sport.
7. A poem studied in class.
8. A book for home reading.
9. A magazine story.
10. A newspaper editorial.

143. Five Groups of Words.

Our stock of words depends on our personality, on our individual needs for expression, on our desire to speak and write effectively, and on our mental alertness and persistent energy. In our efforts to increase our vocabulary we should be aware of the following groups of words, which will vary for each of us:

Group I. All words that I use readily in informal conversation.

Group II. Other words that I employ in more formal conversation, in talking on special occasions, and in speaking about particular subjects.

Group III. Additional words that I use in writing but not in speech.

Group IV. Words that I have heard others use or have met in my reading and that I understand more or less accurately but have never used.

Group V. Words wholly unfamiliar to me and therefore outside my vocabulary.

Words in Groups I, II, and III belong to our *active* vocabulary; those in Group IV, to our *passive* vocabulary.

Exercise 140

The following exercise will help you to make an interesting investigation of your individual stock of words:

Divide a sheet of composition paper into five equal columns. Beginning at the left, write in order, at the top of each column, Group I, Group II, Group III, Group IV, and Group V. Make a personal classification of the words given below. If a word is in your active vocabulary — that is, if you can use it accurately — place it where you think it belongs in one of the first three groups. If a word is in your passive vocabulary, place it in Group IV. If it is an unknown word, put it in Group V. (Keep this classification for use in later exercises.)

acquire
adjacent
alter
apparent
augment
barrier
befriend
bestow
candor
career
carton
censure
coercion
cordial
courteous
cursory
decrease
deface
delve
designate
devise
dexterous
diameter
dilatory
diminish
dismay
duration
eligible
energy
enigma
ennui
epidemic
erosion
esteem
expansion
expedient
facilitate
feign
fertile
flagrant
fragile
hereby
heredity
illiterate
illusion
impetuous
impromptu
infer
initiative
irksome
item

jejune
jest
knack
larva
latent
lucid
lull
luxury
malicious
meander
mediocre
moderate
moron
negotiate
obstinate
obvious
opportune
option
pacify
parole
peril
pertinent
poise
practicable
precarious
probation
procedure
pylon
query
quest
radiation
recipient
rectify
renovate
rigid
rural
seclusion
solitary
sordid
stamen
strategy
substance
suffrage
tenacious
trite
utility
versatility
vivid
vocation
wary
yearn

Exercise 141

Compare your vocabulary with that of other high-school pupils by examining closely the words used by the writers of three or more of the following compositions printed in this book. List correctly in Group IV or Group V each word that is not in your active vocabulary. (Keep your list of words for use in a later exercise.)

1. My Experience as a Water Boy, page 328.
2. How to Play Scrimmage Ball, pages 437–438.
3. Our School Banking System, pages 460–467.
4. My Mother, pages 477–478.
5. The Danger of Being Satisfied, pages 482–483.
6. Don't Be a "Thumb-Wagger," page 491.
7. The Malady of Er, pages 500–501.
8. Being a Manikin, pages 508–509.
9. My Younger Sister, pages 522–523.
10. Dickie, pages 524–525.
11. A Story My Father Likes to Tell, pages 526–528.

12. The Legend of the Wine Tower, pages 532–533.
13. Lila and Apollo, pages 534–535.
14. Why the Blue Jay Calls "Thief! Thief!" pages 536–537.

144. Aids in Building a Vocabulary

The building of a vocabulary is an entirely personal matter and requires persistent self-cultivation. Beyond the meager vocabulary that we gain by unconscious imitation,

Building a Vocabulary

we must increase our stock of words by systematic conscious effort. In our attempt to gain command of a greater number of useful words, we should be guided by the following suggestions:

1. Be mentally alert and develop a keener interest in words.
2. Observe closely the words of reputable speakers and writers. List those that you think might be useful to you.
3. Learn synonyms of words in your active vocabulary, and practice using them correctly in sentences.
4. Transfer *usable* words from your passive to your active vocabulary by employing them in conversation, in letters, and in other speech and writing.
5. Learn to use accurately words that pertain to the various subjects that you study in school.
6. By a systematic study of your dictionary discover new words that will be of value to you.
7. Make a practice of adding *useful* and *usable* words rather than unusual words.

8. Form the habit of mastering at least one useful word each day.
9. Read widely in good literature, that your vocabulary may continue to grow by unconscious, as well as by conscious, imitation.

Exercise 142

Bring to class a list of ten or more words recently heard or read that you think would be useful additions to your vocabulary. Be prepared to give in class an oral sentence illustrating the correct use of each word on your list. (Keep your list of words for use in a later exercise.)

Exercise 143 [1]

Look up in your dictionary the meaning of *synonym*. Then make a list of five nouns, five verbs, and five adjectives in your active vocabulary. For each of these find, if possible, at least one synonym. In an original sentence show the slight difference in meaning, if any, between the synonym and the word to which it is related.

Exercise 144 [2]

Without the aid of your dictionary write at least one synonym for each of twenty of the words listed in Exercise 140. Be prepared to give in class an oral sentence illustrating the correct use of each synonym.

Exercise 145

Using the words that you listed in Exercises 140 and 141 as belonging to your passive vocabulary (Group IV), check those that you think would make useful additions to your active vocabulary (Groups I, II, and III).

[1] For pupils who need additional drill, see Tanner's "Exercises in Correct English" (complete edition), Exercise 61, or Book I, Exercise 41.
[2] Ibid. (complete edition), Exercise 62, or Book I, Exercise 42.

Come to class prepared to give an oral sentence illustrating the correct use of each word that you have checked. If you are in doubt as to the exact meaning of any word, look it up in your dictionary.

Exercise 146

Open your dictionary at random, and study closely the words on the two pages. List as accurately as you can (1) the words now in your active vocabulary, (2) the words in your passive vocabulary, and (3) new words that you think would make *useful* additions to your active vocabulary. Indicate the numbers of the pages that you studied. (Keep your list of words for use in a later exercise.)

145. Making Words Our Own

In order to make a word our own, we must establish it permanently in our active vocabulary by learning to use it readily and accurately. In mastering a word we should include the following:

1. *Spelling.* Learn from the dictionary the correct or preferred spelling.
2. *Pronunciation.* Pronounce the word properly by noting the division into syllables, the sounds of the vowels, and the accent.
3. *Meaning.* Find out the meaning or meanings of the word as it is used at present. Pay close attention to definitions.
4. *Use.* Observe its correct use in the sentences of reputable speakers and writers. *Practice using it correctly in several oral and written sentences of your own.*
5. *Synonyms and antonyms.* Compare and contrast its meaning with that of other words. Learn its synonyms, that is, other English words having the same or nearly the same meaning. Learn its antonyms, that is, the English words having opposite meanings.

Exercise 147

List in a column at the left side of a page the following words, and opposite each write an antonym:

MODELS

1. Cold; hot. 2. Generosity; selfishness. 3. Forget; remember.

aid	early	help	play	save
bind	earn	hope	regular	slow
certain	give	lose	rejoice	timid
cruelty	glad	modest	reliable	wise

146. Keeping Individual Word Lists

Success in building a vocabulary demands that we have some definite system of recording the words that we wish to make our own and that we employ it regularly. Perhaps the easiest way of keeping an individual word list is to use cards of convenient size, either 3×5 inches or 4×6 inches. A separate card should be devoted to each word. Another way is to enter the words in a notebook having pages 7×9 inches or larger.

Whether we use cards or a notebook for our word list, we should include, in order, the following items as a means of making ourselves thoroughly familiar with the word: (1) the word; (2) the pronunciation of the word, if it is unusual or difficult; (3) a brief accurate definition of the word; (4) synonyms and antonyms, if any; and (5) one or two illustrative sentences. By using cards, we are able to arrange and keep the words in alphabetical order, and this is a distinct advantage for reference purposes.

As our word list grows, we shall find that we are making for ourselves a most valuable individual dictionary. Its usefulness will increase, too, as we add to it and establish in our active vocabulary the words that it contains. The keeping of such a word list we should regard not as an

assigned task but as an excellent means of self-cultivation in the accurate and effective use of English.

Exercise 148

Begin making an individual word list by entering either on cards or in a notebook the words that you chose in Exercises 142, 145, and 146 as useful additions to your vocabulary. For each word include the five items mentioned in section 146. With these words as the beginning of your personal list, add at least one word every day.

CUMULATIVE EXERCISE

A. Write the following original sentences, and punctuate them correctly:

1. Two simple sentences with an adjective phrase in each.
2. Two simple sentences with an adverbial phrase in each.
3. Two complex sentences with an essential adjective clause in each.
4. Two complex sentences with a nonessential adjective clause in each.
5. Two complex sentences with an adverbial clause at the beginning of each.

B. Write short original sentences in which you use correctly the words given below:

assist	feign	veracity	efficient	heritage
design	evade	synonym	anecdote	synopsis

Achievement Test

You will submit to your teacher the word lists that you prepared in Exercises 142, 145, and 146. From these, twenty words will be chosen, and you will be asked to write original sentences in which you use correctly each of the twenty words.

SCORE: 5 points for each sentence

CHAPTER XII

How to Use a Dictionary

Test Exercise

For several years you have been using the dictionary. In moments of leisure you have perhaps found pleasure in turning over the pages. Like many other persons who enjoy solving crossword puzzles, you have turned to the dictionary for aid. It is probable, however, that you can improve in many ways your method of using it.

The following exercise will test your familiarity with the general plan of arrangement of a dictionary. In writing this exercise, do not refer to a dictionary.

SCORE: 1 point for each letter or word

1. Write the letters from *a* to *z*, inclusive, in alphabetical order.

2. Copy the following groups of words arranged in the order in which you would find them in the dictionary:

a. place	drive	donkey	frolic
mirror	single	cringe	trade
edge	throng	because	anchor
whale	nimble	cordial	verify
b. brick	biscuit	beast	belong
bath	bond	both	board
bird	branch	before	bread
blame	bid	bridge	beat
bait	break	blemish	boast
c. disown	dismay	distress	disqualify
discover	displace	dismember	discredit
disappear	dismiss	disable	disobey
dispose	display	discern	disfranchise

3. Divide a sheet of composition paper into three equal columns. At the top of each column write, in order, the guide words that are given below.

Charge — Chase	Injustice — Inquire	Rail — Rampart

Under the guide words in each column arrange the following groups of words in the order in which you would find them in the dictionary:

a. chariot	chary	charming	charitable
charm	charity	charter	chart
b. ink	inquest	inmate	inordinate
inland	inning	innocence	innocent
c. rake	rally	raise	rain
rampage	raisin	ramble	ramp

147. Owning and Using a Dictionary

As students of English, we should each own a reliable dictionary. For our present needs Webster's Secondary-School Dictionary or the High-School Standard Dictionary will be adequate. We should also have access in our schoolroom, and if possible at home, to an unabridged dictionary, such as Webster's New International Dictionary or the New Standard Dictionary, which we shall frequently have occasion to consult.

In addition to owning a dictionary, we should have it always within easy reach and form the habit of using it regularly and often. As a source of reliable information about words, a dictionary is our greatest aid in building a vocabulary and in learning to use words correctly. To get the most out of it, we should explore its contents, become familiar with its system of arrangement, and learn to consult it with directness, accuracy, and speed.

Exercise 149

Spend at least an hour in exploring the contents of your dictionary. Make a list of the page numbers where you find the following:

1. Guide to pronunciation.
2. Rules for spelling.
3. Abbreviations used in the dictionary.
4. Explanatory notes.
5. Addenda (new words, etc.).
6. Dictionary proper.
7. Geographical and biographical names.
8. Foreign words and phrases.
9. Abbreviations used in writing and printing.

148. Information about Words

From a good dictionary we may obtain, in the order designated, the following information about words:

1. Spelling. If two or more spellings exist, the one preferred is given first.

2. Pronunciation. If more than one pronunciation is recognized, the one preferred comes first.

3. Grammatical information. The part of speech to which a word belongs is indicated by an abbreviation. There will usually be given the principal parts and the present participle of verbs, the plural of nouns forming the plural irregularly, and the comparative and the superlative forms of most adjectives and adverbs. If a word is used as different parts of speech, this fact is indicated.

4. Derivation and history. The source from which the English word comes is shown by giving the word or words (usually foreign) from which the English word is derived. In an unabridged dictionary information as to the origin, composition, and history of words is much fuller than is possible in an abridged dictionary.

5. Various meanings. If a word has several definitions, these are given in the order in which they developed historically, and are preceded by the figures 1, 2, 3, 4, etc. The technical use of a word is designated by a word or an abbreviation placed before the definition, such as *Bot.* (Botany), *Med.* (Medicine), *Arch.* (Architecture), *Chem.* (Chemistry), *Law.*

6. Standing. If the standing of a word is not given, the word is assumed to be in good use. The standing of words not in good use or restricted in use is indicated by such words and abbreviations as *Slang, Obs.* (Obsolete), *Colloq.* (Colloquial), *Dial. Eng.* (Dialectic English), *U. S.* (Limited to use in the United States), *Cant.*

7. Illustrations of use. In unabridged dictionaries many of the uses of words are illustrated by quotations from various writers.

8. Synonyms and antonyms. If a word has synonyms, these, preceded by the abbreviation *Syn.*, follow the last definition. If it has important antonyms, these, preceded by the abbreviation *Ant.*, are also given.

9. Reference. After the list of synonyms or following the last definition there is often a reference to a word or an illustration in another part of the dictionary. Such a reference is indicated by *See, Cf.*, or *q.v.*

10. Combinations with other words. Last of all, especially in an unabridged dictionary, there may be a list of established phrases in which the word under discussion is used. The adjective *good*, for example, we shall find in several familiar phrases and compound words.

149. Our Need of Skill in Using the Dictionary

The dictionary is, as we see, a vast storehouse of useful and interesting information about the words of our language. Before we can use it successfully as a book of

reference, we must understand its system of arrangement and become acquainted, through practice in using it, with the great variety of information that it affords. Most of us have had, no doubt, considerable experience in using the dictionary, but many of us need to learn more about it and to develop greater accuracy and speed in consulting it. The exercises that follow will give us valuable practice.

Exercise 150

Find in your dictionary the preferred spelling of each of the following words:

check, cheque	neighbor, neighbour
draught, draft	offence, offense
honor, honour	practise, practice
judgement, judgment	preventable, preventible
moveable, movable	traveller, traveler

Exercise 151

Which of the following words are misspelled? Write the misspelled words correctly. Verify the spelling by consulting your dictionary.

recieve	embarass	privilege	ocassion	forceable
advertizement	seperate	supercede	relative	parallel
procedure	dormitory	ecstacy	peacable	serviceable

Exercise 152

Accurate pronunciation of a word requires an understanding of the sounds of the vowels and the consonants composing the word. The sounds of vowels and consonants are indicated in the dictionary by signs or points called diacritical marks. Copy from the Guide to Pronunciation in your dictionary two words to illustrate the sound

of each of the following, and practice pronouncing the words aloud:

ā	*ă*	ē	ẽ	ȯ	oi	ū
ȧ	ä	ė	ī	ŏ	o͞o	u̇
â	ȧ	ĕ	ĭ	*ŏ*	o͝o	û
ă	*ȧ*	*ĕ*	ō	ȯ	ou	ŭ

Exercise 153

Copy the following words and indicate by the proper diacritical mark the sound of each vowel that is pronounced. Pronounce each word aloud several times as soon as you have marked the vowels.

relate	until	about	multiply	remarkable
ordinary	desire	surface	surely	transparent
absolute	tomato	prepare	footstool	laboratory
obstinate	granite	unified	thousand	afternoon
pitiful	behold	often	primary	taskmaster

Exercise 154

At the left side of a page copy in a column the twelve words in one of the groups below. Then, with the aid of your dictionary, indicate the proper division into syllables and the correct pronunciation of each word. If two pronunciations are given, notice which is preferable. Pronounce each word aloud, and check for further practice those words that you mispronounce.

1.	acclimated	discourse	idea	mischievous
	address	disreputable	illustrate	precedence
	admirable	drought	illustrative	precedent
2.	adult	entire	incomparable	pretense
	almond	expert	inexplicable	recess
	alternate	express	infamous	resource

3. applicable	exquisite	inquiry	rinse	
combatant	finance	interesting	robust	
comparable	forehead	inventory	romance	
4. condolence	formidable	irrelevant	salmon	
deference	genuine	lamentable	sergeant	
despicable	harass	larynx	sough	
5. dessert	hearth	literature	vagary	
detail	horizon	lyceum	vehemently	
detour	hospitable	medieval	zoölogy	

Exercise 155

In order to understand the information given about words in the dictionary, you need to know the meaning of the abbreviations used. Some of the most important abbreviations are given in the three lists below.

Copy these abbreviations, and then with the aid of your dictionary write after each abbreviation its meaning.

A

a.	com.	exc.	indic.	pl.	sing.
adv.	compar.	fem.	inf.	p. p.	subj.
aft.	conj.	fig.	l. c.	p. pr.	superl.
bet.	contr.	fr.	lit.	prep.	syn.
cap.	deriv.	Gram.	masc.	pres.	vb. n.
cf.	dim.	i. e.	n.	prop.	v. i.
colloq.	equiv.	imp.	p. a.	sc.	v. t.

B

AS.	E.	G.	Heb.	L., Lat.	Scand.
Dial. Eng.	F.	Gr.	It.	OF.	Sp.

C

Amer.	Astron.	Elec.	Hist.	Med.	Physiol.
Anat.	Biol.	Geog.	Mach.	Mil.	Shak.
Anc.	Bot.	Geol.	Math.	Min.	Surg.
Arch.	Chem.	Geom.	Mech.	Myth.	Zoöl.

Exercise 156

Make a list of ten or more words pertaining to one of the following, and find in your dictionary or in an unabridged dictionary the language or languages from which each word comes:

1. Food.
2. Clothing.
3. Animals.
4. Plants.
5. Travel.
6. Family.
7. School.
8. Athletics.
9. Houses.
10. Physiology.
11. Inventions.
12. Aviation.

Exercise 157

Find in your dictionary or in an unabridged dictionary the origin of each of the following words:

atlas	chortle	hector	meander	sandwich
candidate	dahlia	journey	mercerize	umbrella
cause	doff	macadam	nickname	Wednesday

Exercise 158

Tell the part of speech of each italicized word in the following sentences; then find in your dictionary the number of the appropriate definition and write it down:

1. My mother *sent* a *check* to the florist.
2. Each *member* of our *club* has a *voice* in making the *program.*
3. Our debating *society* has *met* only *once* this year.
4. The *teams agreed* that the *decision* was *fair.*
5. His *good* health was *due* to the *active* life that he *led.*

Exercise 159

Find in your dictionary the name of the science, art, trade, or industry in which each of the following words is used:

apogee	deploy	hexagon	protoplasm	refraction
calyx	diatonic	pica	pylon	tendril
chlorine	gules	plinth	quinsy	tercel

Exercise 160

Find in your dictionary the standing of each of the following words:

bulldoze	dude	hike	nohow	redd	whilom
cute	flunk	jiffy	pants	tote	yank
dago	guy	nab	rathe	vamose	yore

Exercise 161

Copy from your dictionary all synonyms of the following words:

allow	clear	gift	liberal	obtain	raise
beg	courage	give	nice	old	throw

Exercise 162

In an unabridged dictionary study all that you can find about each of the following words. Write a report of one paragraph on the word that you consider most interesting.

alderman	cereal	handkerchief	parasol	tantalize
bedlam	cynosure	knave	parson	tawdry
boycott	fiasco	maudlin	salary	umpire
candy	garlic	mermaid	silly	venison
cathedral	gerrymander	miniature	taboo	welcome

Exercise 163

Report on the following proper names, and give the number of the page in your dictionary on which you find each:

The Alamo	Harlequin	Parnassus	Samson
Charlemagne	Iris	Port Said	Thor
Golden Gate	Nibelungs	Riviera	Zeppelin

Exercise 164

Find in your dictionary the meaning of each of the following foreign expressions, and tell in what language it is written:

à la mode	dolce far niente
auf Wiedersehen	honi soit qui mal y pense
chacun à son goût	mens sana in corpore sano
comme il faut	poeta nascitur non fit
de mortuis nil nisi bonum	quién sabe?

150. Effective Use of a Dictionary

It is highly important that we make free and regular use of a dictionary in all our courses as well as in our home life. To save time and insure better results, we should learn to consult it with directness, accuracy, and speed.

Directness. Decide on the specific information that you need: spelling, pronunciation, definition, standing, synonym, and so forth. If your dictionary has a thumb index, open it at the initial letter of the word for which you are looking; if it does not, try to open it near the word. Using the guide word at the top of each column, turn quickly to the right page and column and find your word. When you are looking for a particular word, do not browse.

Accuracy. If you are looking for the proper spelling or pronunciation of your word, focus your attention on that. If you desire the definition, be sure that you look for it under the right part of speech. Find the meaning that fits the sense in which the word is used or in which you desire to use it. If you want a synonym, go directly to synonyms, if there are any, and see if you can find one that will properly express your meaning. It is usually advisable to read carefully through the various definitions or synonyms and then go over them a second time to select the right meaning or synonym, if one is available.

Speed. Develop speed in consulting your dictionary by opening it just as near as possible to the page on which your word may be found and by using the guide words at the top of each page. Focus your attention on the item of information that you desire, but do not sacrifice accuracy to speed.

Exercise 165

As a test of directness, accuracy, and speed, note the time that you require to find the following words in your dictionary and to write the guide word under which each of the words appears:

winsome	courteous	filial	murmur	score
passage	valiant	proverb	echo	operate

Exercise 166

As a further test of directness, accuracy, and speed, note the time that you require to find in your dictionary the following words and to write a synonym for each, with the number of the page on which it is found:

declare	foretell	reveal	throw	weak
prefer	active	bestow	fatal	accept

Exercise 167

You will compete with your classmates in a test of accuracy, directness, and speed in using the dictionary. At the time of the competition your teacher will give specific directions and dictate the words to the class.

Exercise 168

List on cards or in your vocabulary notebook (see section 146) all words studied in this chapter that you think would make useful additions to your stock of words.

CUMULATIVE EXERCISE

A. Rewrite the following sentences, correcting all errors in the use of verbs:

1. Neither Fred nor Bob have been absent this month.
2. My father is so busy that he don't have much time for recreation.
3. There was three interesting stories in the magazine.
4. Miss Norton, could I have a little more time to prepare the assignment?
5. At the last assembly our glee club sung several songs.
6. Will we be penalized if we are late in handing in the next assignment?
7. Yes, Joe, I shall return this book in the morning.
8. We laid on the warm sand and rested after we had swam across the lake.
9. What was you doing when I called you last night?
10. If that money was mine, I would deposit it in a savings bank.

B. Your teacher will give you in class an exercise that will test your ability to use the dictionary accurately.

CHAPTER XIII

The Correct Use of Words

Test Exercise

Rewrite each of the following sentences, correcting all errors in the use of words:

SCORE: 5 points for each sentence

1. Did the man suicide, or was he hung?
2. Frank, you sure are dumb.
3. I flunked on my last exam in math.
4. Both of the children were borned and raised in the city.
5. Our neighbor seems to believe all the dope that he reads in the newspapers.
6. The whole bunch refused to except my explanation.
7. Lots of folks would have enthused over such an honor.
8. We were making swell time until one of the tires bursted.
9. We met a kind old party who fixed our flivver for us.
10. That was some stunt our team pulled off yesterday.
11. At the circus we took in most every kind of amusement.
12. No one suspicioned that the salesman was a fake.
13. Mother was peeved when I wouldn't do like she told me.
14. Bob, I won't stand for any more of this here foolishness.
15. They have a nice home in the nicest part of the town.
16. I try real hard, but I can't seem to learn to swim.
17. That wasn't none of your business nohow.
18. She was aggravated when I told her that was all the far I had studied.
19. That suit is different than the one you wore yesterday.
20. Father has decided to build a tennis court in back of our house next spring.

151. Diction

By diction is meant the choice of words for the expression of our thoughts. Good English demands correct diction. Close observation of the words used by cultured speakers and writers will help us to improve our choice of words. Intelligent use of a good modern unabridged dictionary will also aid us; for we may learn from it, as we have already found out, the exact meaning or meanings and the present standing of almost every word in our language. If we desire to speak and to write well, we must choose words that are recognized as good English and use them correctly.

152. Good Use

Correct diction includes those words and meanings of words that are in good use. A word is said to be in good use if it is approved by a majority of cultured speakers and reputable modern writers. To be in good use, therefore, a word must be *present*, *national*, and *reputable* in standing.

With reference to correct usage, the words that we employ are of two classes: (1) standard words, or those that are in good use because they are present, national, and reputable, and (2) words that violate one or more of the requirements of good use. In order to improve our diction, we must try to discover the errors that we make in the choice of words in our speech and writing and correct them by substituting words that are in good use.

153. Colloquial Words and Expressions

In informal conversation and in intimate social letters we may use certain words and expressions that we should avoid using in more formal speech and writing. With respect to good use, such words and expressions are called *colloquialisms* or are said to be used colloquially. When restricted to informal communication, they are permissible, and lend ease and naturalness to what we say.

Exercise 169

In the sentences given below, the words and expressions printed in italics are used colloquially. Rewrite each sentence, using a word or an expression that would be in good use in more formal speech or writing.

1. My chum has a *date* for tonight.
2. Mother visited her *folks* last summer.
3. Fred's father has bought a new *auto*.
4. On Saturday night we went to see a *movie*.
5. I am *taking* history, science, mathematics, and English.
6. I *guess* she thought you were I.
7. One of our neighbors has *quite a number of* dogs.
8. We *couldn't* persuade Joe to go with us.
9. I was *mighty* sorry to hear that he was ill.
10. I *was not through* writing when the bell rang.

154. Slang

By slang is meant that class of words consciously employed, by the originators at least, in defiance of approved diction. Slang words are not used in an attempt to supply the deficiencies of our language, but are deliberate substitutes for standard words and meanings. Those persons who resort to slang seemingly do so merely for the sake of being different.

Slang includes several varieties of words and expressions. There are invented words, such as *frosh, flivver, jitney, codger, duffer, racketeer, grouch, skads, spiffy, nifty, jazz, razz, peeved, spoof, gyp, snitch, flunk, scram, wangle, pep,* and *whoopee*. Many words and expressions that have a legitimate use have been given a slang meaning, as *kid, sheik, graft, pinch, swipe, knock, vamp, racket, dope, guy, grub, tripe, dough, jack, snap, cinch, bean, dumb, dumb-bell, swell, punk, rotten, flop, gold-digger, up to, all in, side line, take on, cut out, put out, put over,* and *put up with*. There

are certain crudely humorous figurative expressions that are employed as slang, such as *bring home the bacon, deliver the goods, get one's goat, give one a pain in the neck,* and *knows her onions.* Many slang words result from the use of contractions, such as *caf, lab, gym, aud, exam, soph, prof, gent,* and *ad,* all of which are derived from words in good use.

Slang words are a serious enemy of clear and accurate expression. As a rule they are originated by people of mediocre intelligence, and persons who adopt such words into their vocabulary are usually of the same class or are at least careless and slovenly speakers. A slang word has at best only a vague, general meaning. Except to the initiated, it conceals rather than reveals what is meant. Furthermore, most slang words quickly pass out of use and are soon forgotten.

The habitual use of slang will prove a handicap to our progress both in our school life and in our later business and social life. At present, in our familiar conversations, we may feel at times that the use of certain slang words gives point and distinctiveness to what we say. Those of us who are ambitious and make the most of our opportunities to get an education will outgrow slang, or will at least not allow ourselves to become dependent upon it as our habitual medium of expression. We shall discover that, if we desire to make what we have to say clear, effective, and really distinctive, we must use words that have a definite and permanent meaning.

155. Other Violations of Good Use

In addition to slang, solecisms are a serious offense against good use. By a *solecism* is meant a combination of words that violates a rule of grammar or an established idiom, such as *these kind* for *this kind, those kind* for *that kind, can't hardly* for *can hardly, different than* for *different from, he*

(*she* or *it*) *don't* for *he* (*she* or *it*) *doesn't, It's me* for *It's I, You was* for *You were, Aren't I* for *Am I not.*

Improprieties constitute another violation of good use. We commit an impropriety in diction when we use a word with the meaning of some other word with which we confuse it, as *can* for *may, learn* for *teach, set* for *sit, laid* for *lay, raise* for *rear, transpire* for *happen* or *occur, except* for *accept, like* for *as.* We are likewise guilty of an impropriety when we wrongly transfer a word from its legitimate use

At This Point in the Year's Contest in Speaking and Writing Which of the Runners Represents You?

as one part of speech to that of another, as *invite* (verb) for *invitation* (noun), *try* (verb) for *trial* (noun), *suspicion* (noun) for *suspect* (verb).

We should avoid at all times the use of *vulgarisms.* By vulgarisms are meant words and expressions peculiar to the speech of uneducated people, as *ain't, anyways, anywheres, nohow, enthuse, complected, disremember, humans, pants, bursted, might of, used to could, hadn't ought.*

156. Common Errors in Diction

The following list contains some of the most common violations of good use. In our attempt to improve our choice of words we should refer often to this list and to the slang words and other violations of approved usage given

in sections 154 and 155. We should supplement these lists by consulting a modern unabridged dictionary whenever we are in doubt as to the standing of a word or an expression.

Accept, except. *Accept* means *to receive.* Do not confuse it with *except*, which means *to omit* or *leave out.* "She *accepted* (not *excepted*) my apology."

Affect, effect. *Affect* (verb) should not be confused with *effect* (verb and noun). *To affect* means *to change* or *influence. To effect* means *to bring about* or *accomplish. Effect* (noun) means *consequence, outcome,* or *result.* "The drought has *affected* crops." "The referee *effected* a reconciliation." "The *effect* of the medicine was soon evident."

Aggravate means *to make worse* or *intensify.* Do not use it as a synonym of such verbs as *annoy, irritate,* and *vex.* "Getting my feet wet *aggravated* my cold." "The child's disobedience *annoyed* (not *aggravated*) her."

Ain't. Use *am not, is not, isn't, are not, aren't,* according to the person and number of the subject. "Mother *isn't* (not *ain't*) at home."

All right may be used colloquially to mean *yes, certainly, I agree, I promise,* and *well.* "*All right,* I will go with you." "I am feeling *all right* today, thank you."

All the far and *all the farther* should not be used for *as far as.* "This is *as far as* (not *all the far*) I can go with you." "This is *as far as* (not *all the farther*) I have studied."

Allow. Do not use *allow* to mean *say* or *think.* "He *said* (not *allowed*) that the trip would take five hours."

Almost, most, nearly. Do not use *most* for *almost* or *nearly.* "I was *almost* (not *most*) ready when they called for me." "It was *nearly* (not *most*) midnight when we returned."

Among, between. Use *among* in speaking of three or more persons or things, and *between* in speaking of only two. "He divided his property *among* (not *between*) his three children." "She divided the money equally *between* (not *among*) Joe and me."

And etc. *Etc.* is the abbreviation for *et cetera,* which means *and other things, and so on*; hence it should not be preceded by *and.*

Anxious, eager. Except colloquially, do not use *anxious*, meaning *solicitous, in painful suspense*, as a synonym for *eager*. It is better to avoid such an impropriety altogether. "My mother was *anxious* because my sister was sick." "The children were *eager* (not *anxious*) to go to the party."

Any place, every place, no place, some place. Do not use these phrases for the adverbs *anywhere, everywhere, nowhere,* and *somewhere*. "I could not find my book *anywhere* (not *any place*)."

Anyways and *anywheres* should not be used for *anyway* and *anywhere*.

As, if, whether, that. Do not use *as* for *if* or *whether* to introduce an indirect question or for *that* to introduce an ordinary noun clause. "I asked him *if* (*whether*) I might go with him." "I don't know *that* (not *as*) I want to invite her." "I can't say *that* (not *as*) I wholly agree with you."

Auto. Avoid this and similar abbreviations in formal speech and writing.

Awful and *awfully* should not be used for *very* or *extremely*. "I was *very* (not *awfully*) sorry to hear of your misfortune."

Back of, in back of, in behind. Do not use these phrases for *behind*. "We have built a tennis court *behind* (not *back of, in back of*, or *in behind*) our house."

Bad, badly, ill. In indicating a person's state of health or physical feelings, say, "He feels *ill* (not *bad* or *badly*)." In designating the manner in which a person feels mentally or the manner in which something is done, use the adverb *badly*. "I felt *badly* (not *bad*) about disappointing him." "He did most of the work *badly*."

Badly. As a synonym of *greatly* or *very much, badly* is used colloquially. "The refugees were *greatly* (not *badly*) in need of food."

Balance, remainder, rest. Do not use *balance*, a bookkeeper's term, for *remainder* or *rest*. "I spent the *remainder* (not *balance*) of the evening in reading."

Because, that, the fact that. Avoid using *because* for *that* or for *the fact that* to introduce a noun clause. *Incorrect:* "*Because* I tried to explain made him angry." "The reason he failed was *because* he did not study." *Correct:* "*The fact that* I tried to

explain made him angry." "The reason he failed was *that* he did not study."

Beside, besides. Do not confuse *beside* (at the side of) and *besides* (in addition to). "He walked *beside* me." "Marion has two brothers *besides* George."

Blame on. Avoid using the verb *blame* with *on*. *Incorrect:* "She *blamed* it *on* me." *Correct:* "She *blamed* me *for* it." *Or,* "She put the *blame* for it on me." Observe that in the last sentence *blame* is a noun.

Bunch. Do not use *bunch* for *group, crowd,* or *party.*

Bursted. Do not use *bursted* for the past tense and the past participle *burst.*

But. Avoid using a negative word with the verb when *but* means *only.* "There *were* (not *weren't*) *but* two other persons who knew the combination of the lock to the safe."

But that, but what. Do not use *but that* or *but what* after the verb *doubt. That* alone should be used. "I do not doubt *that* (not *but that* or *but what*) you are right."

Can, may. Can denotes power or ability; *may* denotes permission or possibility. "My dog *can* perform several tricks." "You *may* go." "*May* I borrow your pen?" "I *may* see you this evening."

Cannot help but. Avoid using *cannot help but* for *can but* or for *cannot help* (followed by a gerund). *Correct:* "I *can but* admire his determination." *Or,* "I *cannot help* admiring his determination."

Can't hardly, couldn't hardly. Say *can hardly* and *could hardly.* "I *can hardly* (not *can't hardly*) hear you." "He *could hardly* (not *couldn't hardly*) speak above a whisper."

Can't seem, couldn't seem. It is more logical to say *seem* (or *seems*) *unable* and *seemed unable.* "Fred *seems unable* (not *can't seem*) to learn French." "He *seemed unable* (not *couldn't seem*) to understand what I said."

Caused by. Do not use *caused by* for the phrasal prepositions *because of* and *on account of.* "His eyes were weak *because of* (not *caused by*) measles." *Caused* is correctly used in verb phrases and may then be followed by a prepositional phrase introduced by *by*; as, "The delay *was caused by* an accident." (See *Due to.*)

Claim. Do not use *claim* as a synonym of *say, assert,* or *maintain.* "Joe *said* (not *claimed*) that I was wrong." "He *maintained* (not *claimed*) that the decision of the umpire was unfair."

Common, mutual. Common denotes joint interest or possession; *mutual* implies reciprocal relationship. "The patriots united to repel their *common* foe." "Joe and Fred have few tastes in *common.*" "Their liking for each other was *mutual.*" Do not say "We are *mutual* friends" or "We have *mutual* friends."

Complected. Say *complexioned.* "Most of the natives are fair-*complexioned* (not *complected*)."

Continual, continuous. Do not use these words synonymously. *Continual* implies repetition in close succession; *continuous* implies action without cessation or interruption. "The *continual* ringing of the telephone annoyed me." "We are not aware of the *continuous* movement of the earth."

Could of, may of, might of, must of, should of, would of, result from the careless pronunciation of *could have, may have, might have, must have, should have, would have.* "I *could have* (not *could of*) answered your question."

Cute. Instead of *cute* — a contraction of *acute* used colloquially as a synonym of *sharp, shrewd, clever, ingenious, alert, lively, vivacious, pretty, dainty, becoming, attractive, engaging, amusing* — choose an adjective of more definite meaning.

Differ from, differ with. One object or an idea differs *from* another in some particular detail. A person differs *from* another in certain physical details, such as features, height, weight, and complexion. A person may differ *with* another person about an opinion or a belief. "My course *differs from* his in three respects." "I *differ with* you regarding the proposed plan."

Different than, different to. Always say *different from.* "Your car is *different from* (not *different than* or *different to*) ours."

Disremember. Say *do not remember* or *cannot remember.*

Done. Do not confuse the past participle *done* and the past tense *did.* "He *did* (not *done*) the work satisfactorily."

Don't. Avoid using *don't,* the contraction of *do not,* for *doesn't* and *does not. Incorrect:* "He don't," "She don't," "It don't," "This don't," "That don't." *Correct:* "He doesn't," "She doesn't," "It doesn't," "This doesn't," "That doesn't."

Doubt but that, doubt but what. (See *But that, but what.*)

Dove. Avoid using *dove* for *dived.* "She *dived* (not *dove*) into the chilly water."

Drownded. Do not use *drownded* for *drowned.*

Due to. Avoid using *due to* as a substitute for the phrasal prepositions *because of, on account of,* and *owing to.* "We arrived late *because of* (not *due to*) an accident." *Due* may be used as a predicate adjective followed by a phrase introduced by *to.* "Our late arrival was *due to* an accident." (See *Caused by.*)

Either, neither. Each word is singular and requires that the verb and any pronominal word referring to it be singular. "*Has* either of your brothers been vaccinated?" "Neither of them *has his* driver's license."

Elegant, grand, gorgeous, splendid, adorable, lovely, magnificent, exquisite, marvelous, superb, horrible, terrible, etc., should not be used to describe commonplace things and experiences. Such adjectives must be used with due regard to their meaning. "We had an *enjoyable* (not *grand, gorgeous*) vacation."

Enthuse. Do not use *enthuse* for *be enthusiastic* or *become enthusiastic.* "She *was enthusiastic* (not *enthused*) about the plan."

Exam, gym, lab, caf, math, soph, prof, ad, and similar abbreviations should be avoided in formal speech and writing.

Except, without, unless. Do not use *except* and *without* for *unless.* "I will not go *unless* (not *except* or *without*) you go with me."

Fewer, less. Use *fewer* in speaking of numbers, and *less* in speaking of quantities or amounts. "I have *fewer* friends than Dorothy has." "There have been *fewer* absences this week than there were last week." "I have *less* time for athletics this year than I had last year." "Father has bought *less* coal this winter than usual."

Firstly. Always say *first.*

Fix. Fix means *to make firm, to make fast, to establish.* It is used colloquially when it serves as a synonym of the verbs *repair, mend, arrange,* etc., and of such nouns as *condition, plight, predicament.* "The mechanic *repaired* (not *fixed*) the car." "We were in a *predicament* (not *fix*) after the accident."

Get. Do not use *get* with an infinitive. *Incorrect:* "I did not *get* to go." "I do not *get* to visit them very often." *Correct:* "I *could not* go" or "I *was unable* to go." "I *cannot visit* them very often" or "I *am unable* to visit them very often."

Gotten. Always use *got.* "Have you *got* (not *gotten*) your tickets?"

Guess, think, suppose. Do not use *guess* for *think* or *suppose.* "I *suppose* (not *guess*) he earns a good salary." "I *think* (not *guess*) that I shall remain at home."

Had of, hadn't of. Say *had, had not,* or *hadn't.* "I would have invited her if I *had* (not *had of*) thought that she would come."

Had ought, hadn't ought. Avoid using *had ought* and *hadn't ought* for *ought, ought not,* or *oughtn't.* "You *ought not* (not *hadn't ought*) to say that."

Hanged, hung. A person is *hanged*; a thing is *hung.*

Has got, have got. Do not use *has got* and *have got* merely to denote ownership or possession. "I *have* (not *have got*) four sisters and one brother." *Correct:* "Fred *has got* (has prepared) his lessons." "My brother *has got* (has obtained, bought) a new bicycle." "The Parkers *have got* (have employed) a new maid."

Healthy, healthful. Healthy means possessing health; *healthful* means conducive to health. "If you wish to be *healthy,* you should eat *healthful* food."

In back of. See *Back of.*

Invite, invitation. Do not use the verb *invite* for the noun *invitation.* "We have an *invitation* (not *invite*) to the reception."

Its, it's. Do not confuse *its,* the possessive adjective, and *it's,* the contraction of *it is* and *it has.*

Kick. Do not use *kick* as a noun to mean *excitement, thrill, stimulation, enjoyment,* or to mean *objection, complaint.* "Did you get any *enjoyment* (not *kick*) out of the play?" "I have no *objection* (not *kick*) to make to the plan."

Kind of, sort of. Do not use *kind of* and *sort of* for *rather* or *somewhat.* "I was *rather* (not *kind of*) sorry for him." "She is *somewhat* (not *sort of*) snobbish."

Kind of a, sort of a, style of a, etc. In these and similar phrases omit the article *a.* "What *kind of* (not *kind of a*) dog have you?" "I do not like that *style of* (not *style of a*) dress."

Knock. Avoid using *knock* as a verb to mean *complain, find fault with, depreciate, belittle,* or as a noun to mean *complaint, adverse criticism.* "She *finds fault with* (not *knocks*) nearly everybody she knows." "I am used to her *adverse criticisms* (not *knocks*)."

Lay, lie. (See section 60, 8.)

Learn, teach. (See section 60, 8.)

Less, fewer. (See *Fewer, less.*)

Let's. A contraction for *let us.* Do not say "Let's us." "*Let's* (not *let's us*) surprise her."

Like, as, as if. Do not use *like* for *as* or *as if* to introduce a clause. "I did the work *as* (not *like*) he had instructed me to do it." "She looks *as if* (not *like*) she had been ill."

Line. Avoid using the greatly overworked word *line* in such phrases as *in this* (or *that*) *line of business, along this* (or *that*) *line, in the line of.* Either omit *line* or use a more definite word.

Loan, lend. Use *loan* only as a noun. The verb is *lend.* "When can you repay the *loan*?" "Will you please *lend* (not *loan*) me your pen?"

Look badly. See *Bad, badly, ill.*

Lovely, darling, precious, priceless. See *Elegant.*

Mean, ugly. Avoid using *mean* and *ugly* as synonyms of *unkind* and *vicious.* "That horse has a *vicious* (not *mean*) disposition." "She often says *unkind* (not *ugly*) things about her acquaintances."

Mighty. Except colloquially, do not use *mighty* for *very.* "I was *very* (not *mighty*) glad to be at home again."

Most. See *Almost, most, nearly.*

Mutual. See *Common, mutual.*

Myself, yourself, himself, herself, ourselves, themselves. (See section 36, Caution.)

Near by, near-by. Do not use *near by* or *near-by* as an adjective to mean *near, adjacent, adjoining, neighboring.*

Neither. See *Either, neither.*

Nice. Nice properly means *discriminating, hard to please, subtle.* "There is a *nice* distinction between those two problems." Do not use it, therefore, to mean *good, pleasing, pleasant, enjoyable, entertaining, attractive, becoming,* etc.

No good. Avoid using *no good* to mean *not good* or *worthless.*

No sooner. Use *than,* not *when,* to introduce a clause following *no sooner.* "I had no sooner fallen asleep *than* (not *when*) the telephone woke me."

Nohow. Do not use *nohow* for *anyhow* or *anyway.* "I could not have gone, *anyhow* (not *nohow*)."

None, some, such, all. See sections 33 and 51, 7.

Nowheres, everywheres, somewheres. Say *nowhere, everywhere, somewhere.* (See *Anyways, anywheres.*)

Off, from. Do not use *off* for *from.* "I borrowed this pen *from* (not *off*) my chum."

Off of. Omit *of.* "I stepped *off* (not *off of*) the platform."

Onto. Use *on, upon, up on.* "He climbed *up on* (not *onto*) the roof."

Out loud. Say *aloud.*

Overly, muchly. Say *over* and *much.* "She is *much* (not *muchly*) interested in dramatics."

Peeve, peeved. Say *vex* or *vexed, annoy* or *annoyed, exasperate* or *exasperated.* "His indifference *annoyed* (not *peeved*) her."

Pep. Use a reputable noun or an expression that has a more definite meaning, as *vigor, dash, spirit, energy, enthusiasm.*

Peppy. Use a reputable adjective or an expression that has a more definite meaning, as *vigorous, energetic, spirited, animated, vivacious, lively, forceful, sprightly.*

Per cent, percentage. Do not use the adjective phrase *per cent,* which means *by* (or *in*) *the hundred,* for the noun *percentage.* "He borrowed money at 6 *per cent* interest." "What *percentage* (not *per cent*) of your class subscribes to the school paper?"

Plan on. Do not use *plan on* for *plan to. Incorrect:* "Do you *plan on* going to the circus?" *Correct:* "Do you *plan to* go to the circus?"

Plenty. Avoid using *plenty* as a synonym of *plentiful* or *plenty of.* "They have *plenty of* (not *plenty*) money."

Proven. Say *proved.* "The accused man has been *proved* (not *proven*) innocent."

Providing. Do not use *providing* for *provided, if, on condition that.* "We shall attend the game, *provided* (not *providing*) the weather is good."

Raise, rear. Animals and plants are *raised*; children are *reared.* "His parents *reared* (not *raised*) a large family."

Rarely ever, seldom ever. Omit *ever.* "I *rarely* (not *rarely ever*) see him."

Real. Do not use the adjective *real* for the adverbs *really* and *very.* "I was *very* (not *real*) glad to see them again."

Reason is because. See *Because, that, the fact that.* (See also section 96, 2.)

Reckon. Avoid using *reckon,* which means *to count* or *compute,* as a synonym of *think* and *suppose.* "I *suppose* (not *reckon*) you have heard the news."

Remember of. Omit *of.* "I do not *remember* (not *remember of*) hearing that story before."

Same. Do not use the adjective *same,* which means *identical,* as a pronoun. "He framed the picture and returned *it* (not *same*) to me." Avoid using *the same* as a synonym of *also* and *likewise.* "John jumped across the stream, and I did *likewise* (not *the same*)."

Says. Misused by illiterate persons for *say* and *said.* "'You are right,' I *said* (not *says*) to him."

Seldom ever. See *Rarely ever, seldom ever.*

Set, sit. See section 60, 8.

Shall, will. See section 59.

Shape. Do not use *shape* for *condition.* "He left his business in good *condition* (not *shape*)." "I found him in bad *condition* (not *shape*)." (See *Fix.*)

Show. Avoid using *show* to mean *chance, opportunity.* "I can do the work if you will give me a *chance* (not *show*)."

Some. Do not use the adjective *some* for the adverb *somewhat.* "I feel *somewhat* (not *some*) better than I did yesterday."

Some. Avoid using *some* to mean *a genuine, a real, an excellent,* person or thing. "Peg is *an excellent* (not *some*) dancer."

Start in. Do not use *start in* for *begin, enter upon, undertake.* "Helen *began* (not *started in*) dieting yesterday."

Suicide. Do not use the noun *suicide* as a verb. *Incorrect:* "He *suicided.*" *Correct:* "He *committed suicide.*"

Sure. Avoid using *sure* for *yes, of course, surely, certainly.* "Will you help me?" "*Yes* (not *sure*)." "We were *certainly* (not

sure) surprised to see him." "We *surely* (not *sure*) had a good time at the party."

Suspicion. Do not use the noun *suspicion* for the verb *suspect.* "We *suspected* (not *suspicioned*) that he was an impostor."

Take and. Usually *take and* is superfluous. *Incorrect:* "*Take and* mix the butter and the sugar." *Correct:* "*Mix* the butter and the sugar."

Take in. Do not use *take in* to mean *deceive, dupe, cheat, lure,* or to mean *go to, attend.* "He *deceived* (not *took in*) many persons by his scheme." "Are you going to *attend* (not *take in*) the fair?"

Them, those. Do not use the pronoun *them* for the adjective *those.* "Where did you buy *those* (not *them*) shoes?"

These kind, those kind. Say *this kind* and *that kind.* (See section 66.)

This here, these here, that there, those there. Use merely *this, these, that, those.* "Who gave you *this* (not *this here*) book?"

Too, very. As a rule do not use either *too* or *very* immediately before a participle. Use *too much, too greatly, too well, very much, very greatly, very well.* "He was *too greatly* (not *too*) fatigued to go farther." "We were *very much* (not *very*) amused by what he said."

Two first, two last. Illogical. Say *first two, last two.* "I have read the *first two* (not *two first*) chapters of the book."

Unique. Unique means *the only one of its kind.* It should not be used, therefore, for *odd, strange, unusual.* Whatever is unique, since it is the only one of its kind, cannot be *very unique* or *most unique.* Rarely will you have occasion to use the word *unique* if you employ it properly.

Unless. See *Except, without, unless.*

Very. Make a practice of leaving out every *very* that you can in writing, and notice how much more effective your compositions are. In reading reputable books observe how uncommon *very* is. Its use is not so objectionable in conversation, because the inflection of the voice helps to indicate its meaning.

Viewpoint. Point of view is preferable.

Want to. Do not use *want to* for *should, ought to, had better, must.* "You *must* (not *want to*) be sure to see that play."

Way. Avoid using the noun *way* for the adverb *away.* "My uncle was born *away* (not *way*) out West."

Ways. Do not use the plural *ways* for the singular *way.* "They live a long *way* (not *ways*) from us."

When, where. See section 96, 2.

Will, shall. See section 59.

Win out, lose out. Omit *out.* "In the contest our team *won* (not *won out*)."

Worth while. At present this expression is greatly overworked. Try to find a more exact word or expression, such as *profitable, entertaining, instructive.* "The play was *entertaining* (not *worth while*)." Avoid using *worth while* as an adherent adjective. "That was a *profitable* (not *worth-while*) undertaking."

Write up, write-up. Do not use *write up* for the verbs *write* and *report,* or *write-up* for the nouns *report* and *account.* "Jack *reported* (not *wrote up*) the game for our school paper." "Did you read the *account* (not *write-up*) of the game?"

You was, Was you? Always use *You were* and *Were you?* for both singular and plural. (See section 51, 11.)

Yourself, yourselves. See *Myself, yourself, himself, herself, ourselves, themselves.* (See also section 36, Caution.)

Exercise 170[1]

In the following sentences point out each violation of good use, and tell why it is a violation. Express the thought of each sentence accurately in words that are in good use. Consult as often as necessary the list of errors in diction given in sections 154, 155, and 156. Use also your dictionary or an unabridged dictionary. Your teacher may ask you to write one group of sentences.

A

1. She is real smart, but her sister is kind of dumb.
2. I can't seem to catch on to the game.
3. The boss got mad and acted ugly.
4. It's a pity the teacher can't learn him arithmetic.

[1] For pupils who need additional drill, see Tanner's "Exercises in Correct English" (complete edition), Exercises 66 and 67, or Book I, Exercises 46 and 47.

5. Do you plan on going to the show?
6. I rarely ever take in anything in that line.
7. His mother was sure peeved when he failed to show up.
8. One of our auto tires bursted, but we fixed it.
9. Our school has got a fine lab and a nice gym.
10. This is all the far I have studied for the exam.

B

1. Although he dove recklessly, he was not drownded.
2. I was sore when none of the bunch came.
3. Irene is a cute, dark-complected girl.
4. He acted like he was all in and life was no good.
5. Your viewpoint is entirely different than mine.
6. None of the folks enthused over my flivver.
7. Quite a few people had to put up with hardships.
8. The boy in back of me aggravates me by reading out loud.
9. These kind of apples are usually sour, anyways.
10. She allowed that finding him would be a hard proposition.

C

1. I don't know as we ought to blame the accident on him.
2. Due to a misunderstanding, the deal fell through.
3. Helen and myself may go, providing it don't rain.
4. Where he had gotten the money was never proven.
5. When he got there, he found the man in real bad shape.
6. No worth-while things ever happen in our little burg.
7. Those were some stunts that aviator did at the fair.
8. The reason Bob lost out was because he hadn't had a show to get an education.
9. I guess they must have quite a lot of money in order to live like they do.
10. He seemed to be a real nice man, and so we didn't suspicion anything.

D

1. They blamed it on me for trying to put one over on them.
2. Then I says, "Its up to you to prove I done it."
3. She was excused from reciting due to a sore throat.

4. What's his racket, and what's his side line?
5. Let's us try and go to a show Saturday night.
6. O.K., if I have got any money left by that time.
7. A guy selling lottery tickets tried to gyp me yesterday.
8. Most of the dope you read in the papers is just tripe.
9. I felt all in after preparing that wicked assignment in math.
10. I like talkies with plenty of pep and lots of punch.

Exercise 171

Organize your class into a "Better-Speech Club." Each week a committee of three pupils may be appointed, to whom the other members of the class will hand in, on slips of paper, errors in speech heard in the classroom, on the playground, on the street, and elsewhere. No names need be mentioned. Once a week, at a period designated by the teacher, the members of the committee will read a list of these errors, and other pupils will be called on to explain the errors and correct them.

Exercise 172

Make a close study, during several different periods, of the errors in diction listed and explained in sections 154, 155, and 156. As you study the list, enter in your notebook each error that you recognize as one that you make. Correct each error by writing two or more sentences illustrating approved usage.

Exercise 173

Add to the list that you made in Exercise 172 any other words and expressions that you recognize as violations of good use in your speech and writing. Opposite each violation write the correct word or expression, and use it properly in a sentence.

Exercise 174

Define or explain the meaning of the words and expressions given under "Slang," in section 154. Do you find it difficult to define or explain the meaning of such words and expressions? Mention other slang words and expressions that you and your associates use, and deal with them in the same way.

Exercise 175

Come to class prepared to take part in a discussion of the following questions:

1. Why can you not afford to depend on the vocabulary that you "pick up" through your association with "the bunch"?

2. Why do persons who use a great deal of slang in their conversation find it difficult to express their thoughts correctly and effectively when they have occasion to speak in public or to write?

3. What estimate would you form of your teachers as educated persons if they made such errors in diction as those that you have been studying?

4. Why will those pupils who are content to "get by" in English find it difficult to "get ahead" after they leave school?

5. If you were an employer who had a desirable position to fill, would you employ a boy or a girl who made such errors in diction as those that you have been studying? Give a good reason for your answer.

Exercise 176[1]

Write each of the following sentences, using the word in parentheses that should be used. Find in your dictionary the meaning of any word that you do not fully understand. After each sentence that you copy, write an original sentence in which you use correctly the word that you discarded.

[1] For pupils who need additional drill, see Tanner's "Exercises in Correct English" (complete edition), Exercise 65, or Book I, Exercise 43.

A

1. Thomas Edison (discovered, invented) the phonograph.
2. My grandfather gave us good (council, counsel).
3. The long strike (affected, effected) the price of coal.
4. I (like, love) ginger ice cream.
5. When we were (most, almost) home, we punctured a tire.
6. Miss Forbes has a (nice, pleasing) voice.
7. My father and mother were (raised, reared) in the country.
8. I (claim, maintain) that the umpire's decision was fair.
9. The doctor arrived (around, about) ten o'clock.
10. New England has a (healthy, healthful) climate.

B

1. They (propose, purpose) to remain abroad three months.
2. I regret that I cannot (accept, except) your invitation.
3. Thomas Jefferson was a (notorious, noted) statesman.
4. All his (relatives, relations) are (funny, queer) people.
5. It is the (habit, custom) in our home to retire early.
6. Have you (started, begun) your next composition?
7. The sculptor made a (statue, stature) of Lindbergh.
8. I did not (suspicion, suspect) that he was a detective.
9. The Gordons have built a new (home, house) on Vine Street.
10. Do you (reckon, suppose) that this is an interesting book?

C

1. We shall return early (unless, except) we have an accident.
2. We were (anxious, eager) to hear the story.
3. After the accident he spent the (balance, remainder) of his vacation in the hospital.
4. Such an experience should (teach, learn) him to be more cautious.
5. I have never met any other (individual, person) who (annoys, aggravates) me so much as Aunt Clara does.
6. If you should (conclude, decide) to sell your bicycle, please let me know.
7. There are (less, fewer) persons unemployed this year than there were last year.

8. Judge Westcott's (vocation, avocation) is operating a large dairy.

9. If you will (wait for, wait on) me ten minutes, I will be ready to go with you.

10. (Due to, Because of) the stormy weather, it was not (practicable, practical) to make the trip in a canoe.

11. Claire (has, has got) three brothers and two sisters.

12. I think that these shoes will wear (some, somewhat) better than the last pair I bought.

Exercise 177

With the aid of your dictionary learn the difference in meaning and in use of the words in one of the following groups. Write an original sentence in which you employ each word correctly.

1. almost, most
   among, between
   angry, mad
   beside, besides
   can, may
   human, humane
   immigrant, emigrant
   lay, lie
   leave, let
   lend, loan

2. character, reputation
   common, mutual
   compare, contrast
   continual, continuous
   couple, two
   liable, likely, apt
   like, as, as if
   lose, loose
   love, like, admire
   mean, vicious

3. credible, creditable
   depot, station
   don't, doesn't
   each other, one another
   eminent, prominent
   oral, verbal
   part, piece, portion
   principal, principle
   pupil, student, scholar
   real, very, quite

4. expect, suspect
   farther, further
   fix, mend, repair
   good, well
   guess, suppose, think
   respectfully, respectively
   rise, raise
   set, sit
   transpire, happen, occur
   without, unless

Exercise 178

Enter in your individual word list (see section 146) those words studied in this chapter that you think would make useful additions to your active vocabulary.

CUMULATIVE EXERCISE

A. Rewrite the following sentences, correcting all errors in the use of pronouns, adjectives, adverbs, prepositions, and verbs:

1. Don't you think she was real kind to do that?
2. After playing tennis for an hour, I felt good.
3. She acted like she had not seen Ralph and I.
4. Who do you suppose I saw at the game Saturday?
5. Mother always enjoys those kind of plays.
6. I couldn't hardly understand what you was saying.
7. There was never any misunderstanding between Joe and I.
8. The dog came in the kitchen and lay down in back of the stove.
9. No, I hadn't planned on going anywheres this evening.
10. George is the oldest of my two brothers.

B. Rewrite the following sentences, correcting all errors in the use of words:

1. The two first questions were very easy.
2. Don't you think our new cafeteria is grand?
3. That was sure a swell party Saturday night.
4. The reason I was late was because I missed the first car.
5. My sister can't seem to learn math.
6. That may be a worth-while play, but I didn't get any kick out of it.
7. I reckon the man must have suicided.
8. Did anyone suspicion there was anything wrong with him?
9. Joe was peeved because the guy who sold him the car took him in.
10. Let's us pretend we are awful surprised to see him.

Achievement Test 1

Your teacher will read to you in class twenty sentences each of which contains some error or errors in diction. Pay close attention to each sentence as it is read, and then write the sentence, using words that are in good use.

SCORE: 5 points for each sentence

Achievement Test 2

Your teacher will dictate to you in class twenty words and expressions that you have studied in this chapter. Write an original sentence in which you use each word or expression correctly. Draw one line under the word or expression the correct use of which you are illustrating.

SCORE: 5 points for each sentence

CHAPTER XIV

The Effective Use of Words

157. Effective Diction

In addition to choosing words of approved standing, we should employ words that are accurate, clear, and forceful. Effective diction includes, therefore, (1) exact diction, (2) appropriate diction, and (3) expressive diction.

158. Exact Diction

Exactness of expression requires that we use specific words that say precisely what we mean. Let us compare the following sentences:

> Recently a building was destroyed.
> Last Sunday night my father's warehouse down by the river was struck by lightning and burned to the ground.

The first sentence states a fact vaguely, whereas the second tells exactly, concretely, and vividly what happened. The first sentence is expressed in general terms; the second, in specific words.

Exercise 179

For each of the general words in the following list give as many specific words as you can:

fruit	tool	proud	old	ask	speak
animal	storm	afraid	kind	see	throw
garment	crowd	sport	skillful	eat	move
robber	color	quiet	sullen	cut	work

Exercise 180 [1]

In the following sentences substitute specific words for general terms, and note the gain in exactness, concreteness, and vividness:

1. Several persons were recently injured in an accident.
2. Last summer we spent an enjoyable vacation.
3. She took very little interest in school activities.
4. Some people have lately returned from a long journey.
5. I once saw a bird do something interesting.
6. There were some stuffed animals in the room.
7. The structure provided little protection from the storm.
8. Someone making a noise near the house woke me.
9. Her garden contained many beautiful flowers.
10. She expressed her displeasure in no uncertain terms.

Exercise 181

In Exercise 234 study closely the words used in specimen paragraphs 3, 4, 9, 10, 11, 13, and 14. Point out all specific words and expressions in each paragraph.

Exercise 182 [2]

A. Translate the following sentences, which are loosely and vaguely expressed in slang, into more exact, reputable English:

1. Peg has a line that gives her a drag with all the teachers.
2. Some guy swiped the gadget off the front of our bus.
3. When I handed him that snappy comeback, it was time to scram.
4. You'd better wise up, or that exam will get your goat.
5. Don't be a dumb-bell, Geraldine; use your bean.
6. Such blurbs as that are nothing but a lot of hooey.
7. That chesty old bird gives me a pain in the neck.
8. Their try at crashing the gate was a flop.

[1] For pupils who need additional drill, see Tanner's "Exercises in Correct English" (complete edition), Exercise 69. [2] Ibid. Exercise 70.

9. It must be a swell racket, for he's made a lot of jack.
10. That kind of ballyhoo don't go over so big any more.
11. She was already hipped on astrology, and now she's fallen for this spook stuff.
12. The price is O.K.; I'm not kicking about that.
13. Most of them were ham actors, and the play was pure tripe.
14. I had a hunch that the old codger was trying to gyp me.
15. His thinking he's in the know and has a fat chance to win is priceless.

B. List ten slang words or expressions that you and your associates use, and then define each as clearly as you can.

C. Why do reputable speakers and writers avoid the use of slang? Give specific examples of some of the ways in which the use of slang will retard your progress in school and injure your chances of securing desirable positions after you have finished your school training.

159. Appropriate Diction

To use words appropriately, we should have due regard for our subject, our audience or readers, and the occasion. The three groups of words in our active vocabulary (see section 143) show that we more or less instinctively make this adaptation of our diction. In familiar conversation with relatives and friends and in intimate friendly letters we use many colloquial expressions. Even slang, in moderation, is permissible. In public speeches and in formal writing we should usually employ only standard words. When we write for young children and persons unfamiliar with our subject, we should use simpler diction than when we discuss the same subject for those who are older and better informed. In general, simple language, if it is exact, is best. In dealing with a technical subject, however, as in nature study, manual training, domestic science, or physiology, we shall find it necessary to use certain technical words belonging to that particular subject.

Exercise 183

Comment on the appropriateness of words used in the specimen letters in sections 190, 191, 192, 193, 194, and 196.

Exercise 184

From your textbook in general science, nature study, physiology, geography, civics, or mathematics, select several words that are appropriate to that subject alone.

Exercise 185

Make a list of technical words that speakers or writers would probably use in talks or in articles dealing with three of the following:

golf carpentry dressmaking dairying photography
radio printing rug-weaving plumbing motion pictures

Exercise 186

Comment on the appropriateness of diction used by the writers of specimen paragraphs 3, 7, 10, and 13 in Exercise 234.

Exercise 187

A. In a letter to a classmate or to an older person who understands your subject, give an account of something that you have recently seen or done. See that your choice of words is appropriate to the subject and to your reader's understanding of your subject.

B. In a letter to a young child or to a person who knows very little, if anything, about your subject, give an account of the same subject. Adapt the treatment of your subject and the words that you use to your reader's age and understanding of your subject.

160. Expressive Diction

In satisfying the requirements of exact diction we are concerned chiefly with the literal dictionary definition of words, which we call their *denotation*. Many words have acquired through long use an additional implied, or associated, meaning that enables them to suggest to our minds

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much more than they specifically express. This suggestive power we call their *connotation*. For example, the words *steed*, *charger*, and *palfrey* all *denote*, or mean, *horse*; but each word *connotes*, or suggests, a different kind of horse. Our enjoyment of literature, especially poetry, is due very largely to the mental pictures and the emotional responses produced in us by suggestive words that the writers used. Expressive speech and writing are the result of skill in the selection and use of vivid, picture-making words, which stimulate the memory, the imagination, and the emotions.

Exercise 188

In each group of words given below, the first word is primarily literal, or denotative, in meaning. The words that follow are both denotative and connotative. Select two groups of words and tell as accurately as you can what each of the words *suggests*. Use each word correctly in a sentence.

1. *Building:* house, residence, bungalow, shack, hut, home.
2. *Robber:* bandit, brigand, pirate, buccaneer, forager.
3. *Hole:* pit, cavity, rent, puncture, chasm, cavern, breach, burrow, excavation.
4. *Journey:* voyage, expedition, excursion, pilgrimage, tour, trip.
5. *Smell:* scent, savor, fragrance, aroma, stench, tang.
6. *Glad:* jolly, jovial, sportive, blithe.
7. *Polite:* affable, courteous, courtly, obliging, gracious.
8. *Run:* scamper, trip, sprint, gallop, scud, trot.
9. *Shine:* glisten, flash, twinkle, glow, sparkle.
10. *Cut:* slice, chop, hack, shave, mow, cleave, prune, carve, dissect, amputate.

Exercise 189

Make a close study of the words in specimen paragraphs 4, 5, 7, 10, 11, and 14 in Exercise 234. Point out in each those words that seem to you particularly expressive and vivid.

161. The Suggestive Value of Figures of Speech

A figure of speech is a manner of expression in which pictorial language is employed. Figurative language, since it suggests pictures to the mind, is far more expressive than literal, or ordinary, language. Read the following illustrations, and notice how much more expressive the figurative language is than the literal.

Literal	Figurative
Misfortunes never come singly.	When sorrows come, they come not single spies, But in battalions.
Why can I not go to sleep?	O gentle sleep, Nature's soft nurse, how have I frighted thee?

To an even greater extent than connotative words, figures of speech stimulate the memory, the imagination, and the emotions of hearers and readers. When they are original and fitting, they add vividness, force, and attractiveness to what we say. In our everyday speech and writing we frequently make use of figures of speech. Much of the pleasure that we derive from reading both prose and poetry is the result of an author's skillful use of figurative language.

The figures of speech most commonly used are those that express comparison and association.

162. Simile

A simile is a statement of the figurative resemblance of one person or thing to another, expressed in the form of a comparison. The best similes are those in which persons or things *unlike* in most respects are compared because they have *one* point of resemblance in common. Usually this comparison is expressed by *like* or *as*.

1. Our house swarmed with guests like a beehive.
2. He sat all the evening as silent as the Sphinx.
3. We spend our years as a tale that is told.
4. The cat's eyes glowed like coals of fire.
5. She is as vain of her appearance as a peacock is of his beauty.
6. How far that little candle throws his beams!
   So shines a good deed in a naughty world.

Exercise 190

A. The making of similes is easy and natural if you are alert and think originally. Think of certain persons, objects, and scenes that are familiar to you, and devise an appropriate simile that will help another person to picture vividly the person, object, or scene. Ask yourself what the person, object, or scene most resembles, and then express this resemblance in a sentence by the use of *like* or *as*. Make ten sentences in all.

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1. In midsummer mother's flower garden is like an Oriental rug.
2. The old fortune-teller's face was like a shriveled apple.
3. When I had measles, I was just about as uncomfortable as a fish in a keg of nails.

B. What similes are suggested by the two pictures "Trees by Moonlight" (page 295) and "The Devil-Dog of the Sea" (page 299)?

163. Metaphor

A metaphor is a figure of speech in which comparison or identity is implied instead of being formally stated. As in a simile, the persons or things compared should be unlike in most respects. The following illustrations will serve to show the difference between a simile and a metaphor.

Simile	Metaphor
All the world is like a stage.	All the world 's a stage.
Life is like a dome of many-colored glass.	Life is a dome of many-colored glass.
Life lies between two eternities as an isthmus between two continents.	Life is an isthmus between two eternities.
The nerves of our bodies are like electric wires.	The nerves of our bodies are electric wires.

The Devil-Dog of the Sea

In a simile we state that a person or thing *resembles* some other person or thing; in a metaphor we imply the resemblance or identity and boldly state that the person or thing *is* some other person or thing.

1. Dick considers himself a lion among ladies.
2. Some barnyard animals are natural clowns.
3. She was a ferret at learning other people's secrets.
4. She enjoys being the largest frog in the puddle.
5. My brother's pockets are a natural-history museum.

Exercise 191

A. Bring to class ten sentences containing examples of metaphor. You may convert several of the similes that you made in Exercise 190 into metaphors. If you cannot make ten original sentences containing metaphors, you may include not more than five examples found in your reading.

B. What metaphors are suggested by the two pictures "Trees by Moonlight" (page 295) and "The Devil-Dog of the Sea," above?

164. Personification

Personification is a figure of speech that, like a metaphor, implies a comparison. When we attribute life, and oftentimes personal characteristics, to inanimate things and abstract ideas, we are employing personification.

1. After the long drought the thirsty soil drank in the rain.
2. All night the wind howled and moaned around the old house.
3. The flowers smiled and nodded to her as she passed.
4. The dog laughed and said, "You don't deceive me that way."
5. Freedom blushed for shame; Justice lamented the deed.

Exercise 192

Bring to class ten sentences, each containing an example of personification. At least five of them should be original sentences. The other sentences you may select from your reading.

Exercise 193

In the following sentences point out each figure of speech, and tell whether it is a simile, a metaphor, or an example of personification. Wherever it is possible, change similes into metaphors.

A

1. Wit is a dangerous weapon.
2. And thrice the Saxon blade drank blood.
3. I found her about as interesting as last year's calendar.
4. A crazy patchwork quilt is life,
   Filled with joy or filled with strife.
5. And like the wings of sea birds
   Flash the whitecaps of the sea.
6. Books are the legacies that genius leaves to mankind.
7. Knowledge is proud that he has learned so much;
   Wisdom is humble that he knows no more.

8. Over the chimney the night wind sang
And chanted a melody no one knew.
9. The sky is a drinking cup,
That was overturned of old,
And it pours in the eyes of men
Its wine of airy gold!
10. He looked like a sheep-killing dog.

B

1. Like to the islands in the seas
Stand our personalities.
2. Earth is our mother, and our tent the sky.
3. A tree is an underground creature with its tail in the air. All its intelligence is in its roots.
4. He shuffled along the street like an elephant.
5. Life is a game of chess in which most of us are pawns.
6. O world, I cannot hold thee close enough!
7. His suggestion was as tempting as a detour when one is on the way to the dentist's office.
8. Education is a lighthouse by the eternal tide of life.
9. Night is the curtain of God's play,
Which ends each scene of life.
10. Time, you old gypsy man,
Will you not stay,
Put up your caravan
Just for one day?[1]

165. Violations of Effectiveness

If we desire to make our diction exact, appropriate, and expressive, we should do our best to avoid the following violations of effectiveness:

1. Unnecessary words. In speaking and in writing we should be as concise as accuracy and clearness will permit. One exact, expressive word is far more effective than several general words. (See sections 138, 158.)

[1] From Ralph Hodgson's "Poems." By permission of The Macmillan Company, publishers.

2. Overworked words. Many of us overwork, and often use inaccurately, such words as *thing*, *get*, *ask*, *say*, *very*, *fine*, *wonderful*, *good*, *bad*, *surely*, and *absolutely*. If we continue in this habit, we cannot hope to make our diction more effective.

3. Trite expressions. During our school days we should learn to think our own thoughts and choose our own words to express them. When we lazily accept such ready-made phrases as *along that line*, *none the worse for wear*, *tired but happy*, *the irony of fate*, *pretty as a picture*, and *fell with a dull, sickening thud*, our sentences are ineffective, for they lack freshness and individuality of diction.

4. Exaggeration. When we carelessly use superlatives or abuse such expressive words as *grand*, *wonderful*, *elegant*, *gorgeous*, *superb*, *awful*, *horrible*, *ghastly*, *stupendous*, *terribly*, *powerfully*, *splendidly*, *magnificently*, and *sublime*, we lessen rather than increase the effectiveness of what we say. Such extravagant statements as "I am starved to death," "Anne has the most perfectly gorgeous dress in the world," "When I woke the next morning, I had the most ghastly headache you can possibly imagine," and "That music drives me insane every time I hear it" are needless exaggerations. To everyone except persons who use them, they seem inaccurate, commonplace, and weak.

5. Excessive use of slang. As we have already observed, slang is almost always inexact and inappropriate. If we depend too much on slang in our conversation, we shall have difficulty in finding effective words when we need them, for ability to use the right word must be developed by daily practice.

6. Careless pronunciation. In speaking, we should remember that the effectiveness of words, though they may be well chosen, depends also on correct pronunciation and distinct enunciation.

Exercise 194

Review Exercise 136. Note the gain in effectiveness that results from economy in the use of words.

Exercise 195

In your notebook list the words that you overwork most, such as *very, wonderful, fine, nice, surely, absolutely,* and opposite each write as many synonyms as you can find. Practice using these daily until you have substituted them for the overworked words.

Exercise 196

Tell how effectiveness is violated in each of the following sentences, and improve the expression of the thought in each by revising it:

1. By the time the sun got up, we had already got to the lake and had got our hooks baited.
2. I was simply deluged by the shower this morning while I was on my way to school.
3. If I had as much dough as that old bird, I'd have a heart and help guys who are down and out.
4. The room was quiet, and not a sound was heard except the breathing of the sleeping man.
5. The heroine's long golden tresses fell in rich profusion on her shapely white shoulders.
6. Suddenly his slumber was rudely interrupted as the bell of the front door pealed forth lustily.
7. My dear, when I saw that examination, I fell dead in my tracks.
8. When night came, we came home very tired, and we were very glad to get home again, but we had had a wonderful day.
9. In the east the full moon was rising in all its splendor and glory.
10. The river was quiet, its surface as smooth as a mirror, reflecting the silvery rays of the orb of heaven.

Exercise 197

In your notebook list twenty or more slang words and expressions that you use excessively. Opposite each express in reputable English the meaning that it is intended to convey.

Exercise 198

Study for exactness, appropriateness, and expressiveness of diction the following compositions written by high-school pupils and printed in this book. In which do you think the choice of words is most effective? Why?

1. "My Mother" (pages 477–478).
2. "Don't Be a 'Thumb-Wagger'" (page 491).
3. "My Younger Sister" (pages 522–523).
4. "Dickie" (pages 524–525).

CHAPTER XV

Formation of Words and Spelling

Test Exercise

Your teacher will dictate to you in class fifty words for you to write correctly spelled.

SCORE: 2 points for each word spelled correctly

FORMATION OF WORDS

166. How Words are Formed

Words are formed from other words by adding prefixes or suffixes. For example, from *civil* is formed *uncivil* by adding the prefix *un*; *civilize*, by adding the suffix *ize*; and *uncivilized*, by adding the suffix *ized* and the prefix *un*. The following words illustrate other prefixes and suffixes:

indecent	kindly	unvarying
immodestly	kindlier	variable
faithless	kindliest	invariably
faithful	teaching	variation
unfaithfulness	unteachable	unsociable

Compound words are formed by joining two or more separate words, as the following examples show:

bookcase
blackboard
earthquake
shipwreck
health-giving
self-made
forget-me-not
those never-to-be-forgotten days

167. Prefixes [1]

The following list contains some of the most common prefixes used in the formation of words; almost all these prefixes are from Latin:

ab, a (away from): abnormal, abduct, absolve, avert

ad, ac, af, ag, al, an, ap, ar, as, at, a (to): adhere, accede, affect, aggressive, alleviate, annex, apply, arrive, assign, attract, ascribe

ante (before): antedate, anteroom, antecedent

anti (against, opposite): antidote, antagonist, antipathy

bi (two, twice): biped, bigamy, biennial

circum (round, about): circumscribe, circumnavigate, circumference

com, con, col, cor, co (with, together): compare, conference, contagious, convene, collision, correspond, coöperate, coeducation

contra, contro, counter (against, opposite): contradict, controversy, counteract

de (from, down from): defend, deflect, detract, dethrone, depose, descend

dis, dif, di (asunder, apart): dismiss, disaster, differ, digress, dilute

ex, ef, e (out of, out): eject, emigrate, expel, expatriate, extort, efface, effect

fore (before, in front): foretell, forewarn, forenoon, foreground

in, il, im, ir, em, en (into, in, to, on): invade, inject, induce, illuminate, immigrant, import, irruption, embody, embrace, envelope, encourage

in, il, im, ir, un (not): insecure, insincere, illegal, impure, immortal, improper, irregular, irreverent, unsafe, unknown

inter (between, among): interpose, interrupt, interfere, interact

intro, intra (within): introduce, introactive, intramural

mis (ill, wrongly): misspell, misrepresent, misdemeanor

non (not): nonsense, nonpartisan, nonproductive

ob, oc, of, op, os (before, facing, against): obstruct, obstacle, occur, offend, offer, oppose, opponent, opposite, ostensibly

[1] The lists of prefixes, suffixes, and roots and stems in this chapter are made up almost entirely from similar lists in Ball's "Constructive English" (Ginn and Company), by permission of the author.

over (over, beyond, in excess): overthrow, overcoat, overload, overgrown, overfed

per (through, thoroughly): perennial, perceive, perforate, persecute, perplexed

post (after): postscript, postpone, posthumous, posterity

pre (before): prefix, predict, prearrange, precede, prelude, preposition

pro (forward, before, in place of): proceed, progress, prologue, provide, protect, pronoun

re (back, again): return, retell, report, renew, recede, reduce

se, sed (by itself, apart): secure, secret, secretary, secede, seclude, separate, segregate, sedition, seditious

sub, suc, suf, sug, sup, sus (under): subterranean, subscribe, subordinate, succeed, suffer, suggest, support, suspend, suspense

super, sur (above, over, beyond): superlative, superintend, supernatural, supersede, survive, surname, survey, surrender

trans, tra, tres (across): transatlantic, transport, translate, transmit, transpose, tradition, traduce, trespass

under (under, insufficient): underestimate, undergo, undercurrent, understate, underrate, underfed, undertrained

168. Suffixes

The following list contains some of the most common suffixes used in the formation of words; most of these suffixes are from Latin:

able, ible (capable of being, worthy to be, capable of): readable, lovable, desirable, understandable, discernible, indestructible

acy, ance, ancy, ence, ency (quality, state, action): illiteracy, ignorance, constancy, diligence, despondency, presidency

age (act, condition): passage, breakage, tillage, marriage, dotage, bondage

al, ial (belonging to, pertaining to): autumnal, royal, cordial, filial, celestial, dictatorial

an, ian (belonging to, pertaining to): American, sylvan, metropolitan, Italian, musician, physician, magician

ant, ent (-ing, one who): errant (wandering), servant (one who serves), discordant, superintendent, consistent, persistent

ary, ery (connected with, state, occupation, place where, produc-

tion): military, elementary, necessary, diary, dictionary, slavery, surgery, secretary, bakery, fishery, pottery, statuary, hosiery, machinery

ate (forming adjectives, nouns, and verbs): fortunate, desperate, consulate, potentate, assassinate, illuminate, humiliate

dom (dominion, state): kingdom, earldom, Christendom, wisdom, freedom

eer, er, ier (agent, person connected with): engineer, grocer, hatter, financier, clothier

ful (full of, abounding in): handful, cheerful, fearful, careful, truthful, tactful

fy, fic (make): simplify, rectify, terrify, edify, pacify, notify, magnify, pacific, terrific

hood (state, condition): childhood, boyhood, girlhood, manhood, knighthood, neighborhood, falsehood, likelihood

ic (belonging to, of the nature of): Arabic, volcanic, plastic, comic, tragic, anthropomorphic

ile, il (belonging to, pertaining to, fit for): juvenile, servile, docile, hostile, fragile, civil, utensil

ion, sion, tion, ation (state, action, result): condition, dejection, completion, action, operation, expulsion, tension, invention, information

ist (person connected with, devoted to, skilled in): Baptist, evangelist, humorist, journalist, novelist, dramatist, linguist, jurist, oculist, chemist, scientist

ite (forming adjectives, nouns, and verbs): polite, erudite, exquisite, Israelite, Raphaelite, suburbanite, dynamite, appetite, expedite, unite

ity, ty (state, condition): humanity, purity, superiority, veracity, scarcity, vicinity, eternity, serenity, identity, beauty, poverty

ive (tending to, having the nature of): creative, inventive, conducive, corrective

ize (forming verbs): civilize, idolize, colonize, sterilize, familiarize, Christianize, oxidize

less (without, unable to): friendless, fearless, helpless, worthless, careless, tactless, countless, ceaseless, tireless

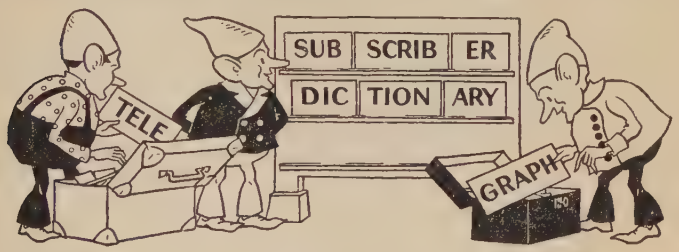
ly (forming adjectives and adverbs): friendly, manly, lovely, daily, yearly, fully, manfully, disagreeably, unfaithfully

ment (action or its result): torment, movement, development, fragment, attachment

ness (state, condition): weakness, newness, greatness, darkness, kindness, wildness, greenness

or, er (action, agent): labor, clamor, donor, oppressor, maker, player, lawyer

ory (pertaining to, serving for, place where): prohibitory, declamatory, compulsory, factory, reformatory, dormitory, crematory



Building Words

ose, ous (full of, abounding in): verbose, grandiose, joyous, dangerous, gracious, courageous, adventurous, poisonous

ship (state or condition, office, skill): friendship, hardship, clerkship, dictatorship, marksmanship, authorship, scholarship

some (having a large amount of, given to): troublesome, irksome, lonesome, wholesome, winsome, handsome, meddlesome

tor, sor (doer, agent): actor, doctor, impostor, aggressor, successor, transgressor, assessor

tude (state, condition): servitude, gratitude, fortitude

ure (act, process, result, state, office): pressure, procedure, venture, picture, scripture, pleasure, prefecture

ward, wards (direction to): westward, forward, homeward, downward, backwards, afterwards

169. Latin and Greek Roots and Stems

About 70 per cent of English words come from Latin and Greek, and a knowledge of Latin and Greek roots and stems will be a great help in learning the meaning and the spelling of these foreign derivatives.

The root of a word is the syllable containing the fundamental meaning common to all words growing from that root. The stem of a word is usually formed from the root by the addition of a suffix. The following examples of roots and stems are common to thousands of words in English:

ag, ac (drive, lead, do): agent, agitator, actor, active, action, react, transaction

aud (hear): audible, inaudible, audience, auditor, auditorium

auto (self): automobile, autograph, autobiography, automatic

bene (well): benediction, benefit, beneficial, benefactor

bio (life): biology, biography, autobiography

cap, cep, cip (take, hold): capable, capacity, capture, captive, deception, perception, reception, recipient

ced, ces (give way, yield): recede, precede, concede, proceed, succeed, success, cessation, incessant

cred (believe): credit, discredit, incredible, credulous, incredulous

dic (say, speak): diction, dictionary, dictate, dictation, predict, edict, contradict, benediction

duc (lead): induce, produce, conductor, reduction, ductile, educate, education

fac, fec, fic (make, do): factory, benefactor, manufacture, defect, affection, deficient, proficient

fer (bear, carry): transfer, confer, prefer, refer

ger, ges (carry): belligerent, congestion, indigestion

grad, gres (step): grade, graduate, gradual, degrade, progress, digress, digression, aggressive

graph (write): paragraph, telegraph, autograph, biography

hes, her (stick, cling): adhesive, adhesion, adhere, coherent, adherent, hesitate

jac, jec (throw): ejaculate, project, reject, dejected, conjecture, interjection

leg, lig, lec (pick, gather, read): legible, illegible, eligible, elect, election, lecture

mit, mis (send): admit, remit, commit, missive, missionary, dismiss, missile

mov, mo (move): movable, motor, motion, promote, motive

pat, pas (bear, suffer): patient, impatient, passion, dispassionate, compassionate, passive

pend, pond, pen (weigh, hang): depend, dependent, expend, suspense, ponder, ponderous, append, appendix

phon (voice): phonetics, telephone, dictaphone, megaphone, phonograph, euphony, symphony

pon, pos (put, place): exponent, postpone, component, deposit, transpose, position, exposition

port (carry): porter, export, report, transport, support, import

rup (break): rupture, eruption, disrupt, interrupt

scrib, scrip (write): scribe, inscribe, subscribe, scripture, manuscript, postscript

sec, seg (cut): sector, section, intersect, segment, insect

sent, sen (perceive, think): assent, consent, resent, sense, sentence, sensation, sensitive

spec, spic (look): spectator, spectacle, inspector, inspection, respect, aspect, suspicion, specimen

sta (stand): station, stadium, statue, stable, unstable, state, establish, distant, constant, substance

tele (at a distance): telegraph, telephone, telescope, telepathy, teletype

ten (hold): tenant, tenacious, tenement, tenure, retentive

trac (draw): tractor, traction, detract, extract, distraction, intractable

urb (city): urban, suburb, urbanity

vad, va (go): evade, invade, invasion, pervade

ven (come): convene, revenue, invent, invention, event, convention, inventory

vert, ver (turn): divert, revert, convert, verse, version, diversion, conversion

vid, vi (see): provide, provident, evident, visor, vision, visible, vista

viv (alive, living): revive, survive, vivid, vivify, convivial

voc (call): vocal, vocation, avocation, convocation, vociferate

Exercise 199

In the following list name the prefixes and suffixes, and tell what words compose the compound words:

reader	pronoun	insecure	working	kinship
unlike	stranger	teaspoon	overcome	manhood
care-free	careless	tearful	enjoyment	farewell
unjust	disown	oldest	milestone	sportive
changeable	whoever	favorable	courageous	dictionary

Exercise 200

Using any fifteen of the words in the following list with the prefixes and suffixes given in sections 167 and 168, form as many words as you can. Spell each word correctly.

act	cure	credit	hope	love	please
need	truth	harm	joy	move	press
quiet	agree	friend	law	origin	pure
man	describe	gentle	like	pardon	real
sense	doubt	honor	live	pay	skill

Exercise 201

Study the following words. If a word is a derivative word, indicate the root or stem and then name the prefixes and suffixes. When you have analyzed a word, give its literal meaning.

MODEL

Subscriber. This word is made up of the root or stem, *scrib*, meaning *write*, the prefix *sub*, meaning *under*, and the suffix *er*, meaning *one who*. A *subscriber* is *one who writes* (his name) *under* (the written or printed matter of a document).

audible	eruption	portable	adventure	conference
agent	provide	postscript	phonograph	telegraph
convene	factory	spectator	conductor	audience
tractor	educate	obstacle	dictionary	proposition
autograph	proceed	exportation	convention	preposition
degrade	captive	survival	deception	subscription
transfer	telephone	compose	actor	station
postpone	transmit	composition	progress	respectable
patient	captivity	missionary	compassion	resentful

SPELLING

170. Rules for Spelling

Mastery of the following rules, supplemented by the use of a dictionary, will help us to spell accurately.

Rule 1. Words of one syllable ending in a single consonant preceded by a single vowel double the final consonant before a suffix beginning with a vowel.

beg begged begging beggar rob robbed robbing robber

Rule 2. Words of more than one syllable, accented on the last syllable, ending in a single consonant preceded by a single vowel, double the final consonant before a suffix beginning with a vowel.

occur	occurred	occurring	occurrence
propel	propelled	propelling	propeller

Rule 3. Words ending in silent *e* drop the *e* before a suffix beginning with a vowel.

recite reciting recitation create creating creator

NOTE 1. Words ending in silent *e* following *c* or *g* retain the *e* before a suffix beginning with *a* or *o*, in order to preserve the soft sound of *c* and *g*.

peace	peaceable	courage	courageous
change	changeable	outrage	outrageous

NOTE 2. Words ending in *ie* drop the *e* and change the *i* to *y* before a suffix beginning with *i*.

die dying lie lying tie tying vie vying

NOTE 3. A few words retain the final *e* before the suffix *ing*.

dye	hoe	toe	singe	tinge	shoe
dyeing	hoeing	toeing	singeing	tingeing	shoeing

Rule 4. Words ending in silent *e* usually retain the *e* before a suffix beginning with a consonant.

nine ninety care careful safe safety arrange arrangement

EXCEPTIONS: *awful, duly, truly, argument, judgment, acknowledgment.*

Rule 5. In words containing *ei* or *ie* pronounced *ee*, put *i* before *e*, except after *c*.

chief niece grief believe receive receipt conceit perceive
brief piece yield reprieve deceive deceit ceiling conceive

EXCEPTIONS: *either, neither, leisure, species, weird, seize, plebeian.*

NOTE. When the combination of the two vowels has the sound of long *a*, long *i*, or short *e* or *i*, *i* generally follows *e*.

weight	sleigh	inveigh	veil	sleight	foreign
eight	freight	neighbor	height	heifer	counterfeit

EXCEPTIONS: *friend, ancient, sieve.*

Rule 6. Words ending in *y* preceded by a consonant usually change *y* to *i* before a suffix.

easy	carry	busy	beauty	merry	harmony
easily	carrier	business	beautiful	merriment	harmonious

NOTE. Final *y* is retained before the suffix *ing*.

hurry hurrying reply replying deny denying worry worrying

Rule 7. The final letter of a word or a prefix is generally retained before the same letter in the suffix or root.

final	spell	satisfied	necessary
finally	misspell	dissatisfied	unnecessary

Rule 8. A word ending in *ll* generally drops one *l* when used as a prefix or suffix.

fulfill fearful skillful spoonful already always almost altogether

Exercise 202

In the introductory pages of your dictionary you will find a more extensive treatment of the rules for spelling than is given in the preceding section. Study closely the rules given in your dictionary, and note any additional rules and the illustrations.

171. How to Overcome Spelling Difficulties

1. Pronounce words accurately. Avoid slurring internal vowels and consonants: *separate*, not *seperate* or *sep'rate*; *laboratory*, not *lab'ratory*; *government*, not *gover'ment* or *gov'ment*; *history*, not *his'try*; *February*, not *Feb'uary*.

2. Observe each word carefully to discover the syllables and to fix in mind the order of the letters composing it: *re-ceive, be-lieve*; *pass-a-ble, pos-si-ble*; *hop-ing, hop-ping*; *pre-cede, su-per-sede*; *pro-ceed, pro-ce-dure*; *lov-a-ble, peace-a-ble*; *tru-ly, pure-ly*; *fit-ted, ben-e-fit-ed.*

3. Discover the difficulty that the word presents for you, and concentrate your efforts on mastering it: *par-al-lel, sep-a-rate, de-ceive, re-lieve, judg-ment, ar-range-ment, lik-a-ble, change-a-ble, al-read-y, all right.*

4. In spelling words that are similar in sound, think of what each word means: *accept, except*; *affect, effect*; *their, there*; *to, too, two*; *statue, statute, stature*; *principal, principle*; *forth, fourth*; *site, cite, sight*; *way, weigh.*

5. Say difficult words aloud as you write them, and look at them closely in script and in type.

6. In spelling derivative words, employ your knowledge of simple words, roots, prefixes, and suffixes.

7. Make use of the rules for spelling in solving spelling problems.

8. When you are uncertain as to the correct spelling of a word, consult your dictionary.

9. In a notebook keep a list of all words that you misspell, and study your list at regular intervals.

Exercise 203

List and bring to class ten words that you find difficulty in spelling correctly. Point out in each the syllable, letter, or letters that give you trouble. If there is a rule for spelling that applies to the word, state the rule.

Exercise 204

Study again the rules given in section 22 for spelling the plural of nouns, and come to class prepared to write the plural of several nouns that your teacher will dictate to you.

Exercise 205

Study again the rules given in section 23 for spelling the possessive case of nouns. Observe again the spelling of possessive pronouns and possessive adjectives. In class you will write from dictation several possessive nouns, possessive pronouns, possessive adjectives, and certain contractions.

Exercise 206

Write the present participle and the past participle or past tense of the verbs given below. Notice the number of syllables in each word, the final letters, and the position of the accent, and then apply the proper rule for spelling.

hop	rely	pacify	slope	step	plot
hope	prefer	study	decline	start	secure
permit	play	delay	conceal	detain	wonder
benefit	oppose	conquer	cancel	recur	transfer
invite	profit	occur	level	limit	control

Exercise 207

In Appendix C you will find five hundred words that are frequently misspelled. They are arranged in twenty-five groups, twenty words to each group. Study each group systematically, and enter in your notebook those words that you find difficulty in spelling. If possible, analyze such words and apply to each the appropriate rule of spelling. The study of this list of words should extend over several periods, and you should do your work thoroughly.

172. Syllabic Division of Words

The following rules for the syllabic division of a word at the end of a line should be observed:

1. Always use a hyphen to indicate the division of a word.

2. Do not divide a word of one syllable.

3. In most words containing double consonants, make a syllabic division between the double consonants.

al-low ac-cept gram-mar plan-ning ag-gres-sive

4. In most derivative words made from a simple word of one syllable ending in a double consonant, do not divide the double consonant if the suffix begins with a vowel.

pass-ing fall-ing tell-er kiss-a-ble fill-er

5. Do not divide two consonants that together constitute a single sound, as, *ch, dg, gn, gh, ph, sh, th.* Do not divide *ght, gth, rch,* or *tch.*

teach-ing lodg-er length-en thought-ful sketch-ing

6. If the first syllable of a word to be divided at the end of a line is a single letter (as *a-miable, e-merge*), do not write it alone at the end of the line but join it with the rest of the word on the next line below.

CUMULATIVE EXERCISE

A. Rewrite each of the following sentences, correcting all errors that you find:

1. Father, can Fred and me have the car this evening?
2. My aunt looked like she was going to faint.
3. The new airplanes are different than the earlier models.
4. No one suspicioned that he was a secret-service man.
5. Having no driver's license, the officer arrested him.
6. He don't walk like he had an artificial leg.
7. The reason we sold the horse was because he had a mean disposition.

8. Each of them were grateful to their parents for helping them.
9. If you was me, would you loan him the money?
10. We were real glad to hear that you were feeling some better.

B. Rewrite the following passage, correcting all errors in sentence structure, grammar, spelling, capitalization, and punctuation:

The Rosetta Stone

In the year seventeen hundred ninty-eight, napoleon and his french armey went to envade Egypt? the next yaer one of the men in his army found the Rosetta stone buryed in the earth near The Rosseta mouth of the nile River, it gets it's name from the plaice where is was found. the rosetta Stone is of black basalt. And has three inscriptions one it. One is in hieroglyhics, another in demotic characters, and the third in greek writeing. scholars descovered that the Greke enscription was the key to the other too. They latter found out that all three had the same maening, the Roseta stone is the key to the egyptain langauge. It has inabled scolars to decipher enscriptions in the tooms of the great Pharoahs' and to read many egyptain Manuscrips.

Achievement Test 1

Your teacher will dictate to you in class fifty words selected from the list in Appendix C for you to write correctly spelled.

SCORE: 2 points for each word

Achievement Test 2

You will be asked to write in class fifty words that represent the inflectional forms of various parts of speech. These words will include the plural and the possessive case of nouns, the possessive pronouns and possessive adjectives, the comparative and the superlative degree of adjectives and adverbs, the past tense and the participles of verbs, and certain contractions.

SCORE: 2 points for each word

PART FOUR

The Composition of Paragraphs

MAKING SENTENCES DO TEAMWORK

IN CERTAIN respects a paragraph resembles a football team. A *team* is a group of players who are trained to play together as a unit. A *paragraph* is a group of sentences that are so related as to form a unit of composition. When you attend a football game, you notice the individual players, it is true; but it is the action of the entire group of players — the team — that receives most of your attention. When you read a good paragraph, you are aware of the individual sentences; but it is the thought of the paragraph as a whole that chiefly impresses you.

The efficiency of a team demands unity of action among the players; the effectiveness of a paragraph requires unity of thought in the sentences that compose it. Just as each player must do his part in developing a strong and efficient team, so must each sentence of a paragraph do its part in developing the subject into an effective unit of composition. Likewise, just as each player must do his part at the right time and in the right way to help the team to make a goal, so must each sentence of a paragraph contribute its part at the right time and in the right way to help the paragraph to convey the thought. In other words, the sentences grouped together to form a paragraph must, like the players on a team, do teamwork.

The chapter that follows explains and illustrates several methods of building good paragraphs. It will help you to learn how to group sentences so that they will do teamwork in your own paragraphs.

CHAPTER XVI

Building Good Paragraphs

173. What a Paragraph Is

A paragraph is a unit of composition, oral or written, consisting usually of a group of sentences. It may be used independently as a composition complete in itself, but more often it is combined with other paragraphs to form a longer composition. In order to form a paragraph, the sentences grouped together must deal with one, and only one, central idea or topic; and all sentences that are necessary to a full and clear development of the topic must be included. The sentences composing a paragraph must be so constructed that their relation one to another is immediately clear, and they must be so arranged that each sentence contributes at the right point to the meaning of the paragraph. In a few instances the thought of a paragraph can be fully, clearly, and forcefully expressed in a single sentence; but generally a group of sentences is required. Briefly defined, then, a paragraph is a sentence or a group of properly related sentences developing a single topic completely, clearly, and effectively.

In writing a paragraph, we should begin the first line about an inch farther to the right than the lines that are to follow. This space preceding the first line is called the indention. It catches the eye of the reader and, in a composition of several paragraphs, serves notice that a new topic is to be taken up.

174. The Topic Sentence

The sentence that expresses the main thought, or topic, of a paragraph is called the *topic sentence*. As to its function in the paragraph, we may compare it to the quarterback on a football team. Just as the quarterback determines what team formation he will use in executing a certain play, so the topic sentence determines what sentences will be used and how they will be grouped in developing the subject of a paragraph.

Having a topic sentence for each paragraph is of advantage to both the writer and the reader. It enables the writer to think clearly about the topic and to stick to it closely as he composes other sentences to develop it. It helps the reader to grasp quickly and accurately the meaning of the paragraph.

In most paragraphs the topic sentence comes first. Sometimes a paragraph that begins with the topic sentence will have the thought repeated at the end, usually in other words, for the sake of clearness and emphasis. Occasionally the topic is not expressed until the end of the paragraph. In many narrative paragraphs the topic is not stated in any one sentence; but if the paragraph is well constructed, the central idea is so clearly implied that the reader can easily formulate the topic in a sentence of his own.

As young writers we should make it a practice, unless we are writing narrative or conversational paragraphs, always to express the topic in a topic sentence. During our apprenticeship we shall have better success in paragraph-building if we begin each of our paragraphs with the topic sentence.

Exercise 208

A. In the specimen paragraph given below, the topic sentence, which is printed in italics, stands at the beginning. Study the paragraph closely, observing how each sentence

after the first helps to explain and make clear the thought stated in the topic sentence.

All people are in some way interested in plants, although not every one recognizes that he has this interest. We all live largely on plants or plant products, and most of the world's workers earn their livelihood by some kind of industry which deals with plants or with their products. A glance at the food on any well-furnished table will suggest to what extent our daily bill of fare consists of vegetable substances. Our animal foods — meat, milk, eggs, fish, and the rest — are only plant foods transformed more or less directly into animal tissues or animal secretions. Our spices and flavors and most of our medicines are plant substances or extracts. Part of our clothing is made from plant material. Our houses are often almost wholly constructed from timber, the furnishings are made from timber, and a home is scarcely complete without some growing plants, which assist in decorating the house and in giving pleasure to the occupants.[1]

B. In each of the following paragraphs select the topic sentence, if it is expressed, and copy it. If the topic is given at the beginning of the paragraph and stated again at the end, copy both sentences. If the topic is not definitely expressed anywhere in the paragraph, make a sentence that will state the main thought.

1. Our idea of fishing is to put all the exertion up to the fish. If they are ambitious, we will catch them. If they are not, let them go about their business. If a fish expects to be caught, he must look alive. We give him his opportunity, and he must make the most of it.[2]

2. Man is made of earth. What does this statement mean? Our flesh and blood and our delicate nerves are very different from the coarse materials of the earth, although the bones are easily likened to stones. Some people seem to picture to themselves a clay image that is somehow suddenly inspired with life,

[1] From J. Y. Bergen and O. W. Caldwell's "Introduction to Botany." Ginn and Company.

[2] From Don Marquis's "Preface to a Book of Fishhooks," in "Prefaces." Used by permission of D. Appleton & Company, publishers.

like the miracle of Galatea. Yet the statement is perfectly true, and the process is as wonderful as any miracle, although we understand many parts of it pretty well. "Man is made of earth" because every particle in his body, like every particle in the body of every other living thing, comes directly or indirectly out of the soil, out of the water, out of the air — the material world in which we find ourselves. The food out of which we build up our bodies comes directly from the bodies of other animals or from the bodies of plants. These other animals nearly all derive their food from plants. The plants in turn build up their bodies directly from three sources — water, air, and soil. It is true, therefore, that man is made of earth.[1]

3. The beauty of the prairie is not of the sort that a child perceives. The bigness of it, for instance, I had been used to all my life, and I can't remember that in those earlier days it conveyed any sense of expansiveness to me. In our long drives over it — interminably long they seemed once — my chief recollection is of greenness and tiredness, a long succession of rolling hills and hollows, and a little girl weary of sitting up on a seat and watching the horses go on and on. I thought that the prairie was just green grass in summer and dry grass in winter. Children are not usually awake to the shadings and modifications of color. The coral pink at the roots of the dried prairie grass, the opal tints of the summer mists in the early morning, I did not discover until I had reached a stage of greater alertness.[2]

4. The bar has been raised another inch. With narrowed eyes the high jumper stands almost leisurely, regarding his goal. Slowly his lean-muscled chest rises, his shoulders and back broaden and straighten. For a moment he rises upon his toes, his lithe legs suddenly bulging with knotted muscle and taut sinews. His advance toward the bar now commences, slowly and quietly at first, as a panther stalking unsuspecting prey. Sunlight plays on velvety, rippling muscles. Now like the panther he streaks into the final charge. Noiseless tread changes to quiet shuffle, then ceases entirely as unseen power gently and swiftly

[1] Adapted from "Biology and Human Life," by Benjamin C. Gruenberg. Ginn and Company.

[2] From Margaret Lynn's "A Stepdaughter of the Prairie." By permission of The Macmillan Company, publishers.

Making a Record Pole Vault

lifts his body in a graceful arc over the bar. For a moment it shivers, as if stirred by the gasps of the surrounding crowd, then clears the bar. There is a soft thud, a shower of brown soil, and then cheering. A new record for the high jump has been made. —*Written by a High-School Boy*

5. I happen to be an unfortunate possessor of one of those obnoxious things called a foreign accent. Some of my friends console me. They maintain that it is not a strong accent, really. It consists of a peculiar quality of voice and a rhythm different from

that in which the English tongue is spoken. The insidious thing about it is that *I* am unable to discern it, and am unable, therefore, to remedy it. It is true that in my grammar-school days I did yield to the earnest admonition of an elocution teacher, and submitted with more or less grace to a daily, somewhat ridiculous, vocal drill for a few months. The result was bewildering: instead of becoming Americanized, my speech merely developed a different twist, just as foreign as my original accent had been.[1]

175. The Paragraph as a Composition

A paragraph is a composition on a small scale. In making a class recitation, in giving a short talk, in writing the answer to an examination question, in relating a brief anecdote containing no dialogue, and for many other purposes we have need of only a single paragraph. In longer compositions we shall require, of course, several paragraphs; but since we compose them one at a time, we may still regard each paragraph as an individual composition so far as the development of the particular topic is concerned.

Exercise 209

A. Read the following selection, and point out the topic sentence. Read the paragraph through again, observing how the sentences do teamwork in making the topic clear and entertaining.

My First Pair of Long Trousers

I shall never forget the first day of my manhood. It was Saturday, the twenty-second of May, three years ago. I got up that morning without being called and put on my first pair of long trousers. When I looked at myself in the mirror, I was so proud that I had to use rivets instead of buttons to keep my

[1] From "Accentuating an Accent," by a High-School Girl, in the Atlantic Monthly Essay Contest, 1925–1926. Used by permission of the Atlantic Monthly Company, publishers.

shirt on. But I hesitated about going down to breakfast, fearing that my family would tease me. When I finally went down, after being called three times, my family made a few comments, but it seemed to me they weren't very greatly impressed by my grandeur. During the forenoon I would not step outside of the house, because I thought everyone passing by would look at me. But in the afternoon I ventured out into the back yard. That evening I grew bolder and went down town. I had expected that all eyes would turn in my direction, but something was the matter. No one seemed to notice me. Could it be that people didn't realize what had happened? Being thus ignored so disgusted me that I turned around and went back home with a heavy heart. There was no doubt in my mind that some people are very poor observers and have no sense of appreciation. —*Written by a High-School Boy*

B. Select some incident from your own life and come to class prepared to relate it entertainingly in an oral paragraph. Be sure to begin with the topic sentence, so that your classmates will know from the outset what you are going to talk about.

Exercise 210

The two specimens given below illustrate the paragraph as a composition used with other paragraphs to form a longer composition. Read each selection through carefully. Then write the title of the whole composition, and list in order the topic sentences of the paragraphs. In the second selection the final paragraph, which serves as the conclusion of the whole composition, is a single sentence.

When you have listed the topic sentences, notice how each is definitely related to the subject of the whole composition, which is stated in the title. Then examine each paragraph, and observe how the sentences following the topic sentence are all related to it and help to develop it into a paragraph that is easily read and understood.

My Experience as a Water Boy

At the football games I like to distinguish myself from the common rooters by working on the side lines. Since my stature is not that of a gridiron hero, I gain the coveted distinction by serving as bearer of the water pail.

I have found the position of water boy a very desirable one. I not only see the game at close range, but see it as the coach sees it. I see the mistakes as well as the good plays, and get the benefit of all the coach's comments. My greatest thrill comes when someone is knocked out and one of the players yells, "Water!" I grab the pail and run across the field, with the water splashing on my legs. I arrive, they all have water, and the player revives. Then I walk back, as if I were one of the players coming out of the game, and set the pail down. I go over to the bench and take my seat as if I had completed a hard task.

As water boy I enjoy another advantage after the game is over. I follow the players to the locker rooms and listen to them talk as they are getting dressed. I then hear both sides of the story. I hear the star player tell how he made a long run and why he went through tackle instead of around the end. I hear the coach receiving the congratulations of all his visitors and of the opposing coach. As water boy, I have the best of the rooters, too, when I read of the game in the papers. I can say with pride, "I was water boy at that game."—*Written by a High-School Boy*

Chewing Gum

Among the many habits that are considered ill-bred and vulgar, chewing gum is one of the most common. Many people think of cows chewing their cud whenever they see a person chewing gum. Teachers especially are opposed to the practice. To them it is an unpardonable sin. Most teachers delight in catching a pupil just after he has replenished his motor with a fresh wad. At least a package of perfectly good gum is wasted in every class. If employers were as strict as teachers, they would soon run out of stenographers.

I get a great deal of pleasure out of chewing gum. Like other chewers who have mastered the art, I have acquired a perfect

rhythm that is soothing to weary nerves and an overworked brain. The rubbery resistance of the gum is an added pleasure. It recalls to my mind the happy days of going barefoot when I was a small boy. After a heavy rain it was my delight to go out into the road and churn up the mud with my bare feet. The squashy sounds that it made and the feel of the mud oozing up between my toes were a great thrill. I have much the same sensation in feeling the gluey gum ooze among my teeth. I am truly sorry for those who do not chew, for they cannot realize what they are missing.

Chewing gum is an old art. Our ancestors did not get their gum, however, from the factories and stores but from nature. In the spring of the year the sap comes out of spruce trees and forms into a soft rubbery substance that was considered excellent gum. The inner bark of the slippery elm is, as the name implies, a very satisfactory substance for prolonged mastication. Nothing could make our gum-chewing ancestors happier than to sit around an open fire, chewing a piece of slippery elm and forgetting the troubles of the day.

Expert gum-chewers are seldom *seen* chewing. They have perfected the art to such a degree that they can chew unobserved. The gum is held in a certain spot where it cannot be noticed and will not interfere with the chewer's speech. This method does not attract attention, and for this reason it gives the chewer a certain satisfaction in fooling the teacher.

"When earth's last picture is painted," I suppose gum-chewers will dwell in an Elysian field all their own where they can chew a divine sort of lotus to the music of the spheres.—*Written by a High-School Boy*

176. Requirements of a Good Paragraph

1. *A paragraph must be limited to the treatment of a single topic.* Whatever is needed to expand and develop the topic sentence should be included, but everything that is not definitely related to it should be excluded.

2. *A paragraph must have the sentences composing it arranged in the right order.* The relation of each sentence to the topic sentence should be instantly clear to the reader.

Likewise each sentence should prepare the mind of the reader for the one that follows it and lead naturally or logically to it.

3. *The sentences of a paragraph should be so arranged that what is most important will be properly emphasized.* The beginning and the end are the emphatic positions in a paragraph; hence the writer should place the main idea, which is usually expressed by the topic sentence, first or last, to stress its importance.

Exercise 211

If you examine the groups of sentences given below, you discover that not one of them is a complete paragraph. Each begins with a topic sentence, and the sentences that follow tell you, the reader, something about the topic; but you naturally want to know more.

Copy each group of sentences, and then add a sufficient number of appropriate sentences of your own to make a paragraph that develops the topic sentence satisfactorily.

Be especially careful to see that you use all pronouns correctly. Your teacher will mark you severely for any errors in the use of pronouns.

1. Yesterday everything seemed to go wrong. First of all, I slept so late that I had to rush off to school without any breakfast. When I went to hang my things in my locker, I discovered that I had left my key at home.

2. In midsummer mother's flower garden is a riot of color. Stately hollyhocks along the garden wall reach upward toward the blue sky. Avenues of gorgeous crimson poppies contrast strongly with the turquoise blue of larkspurs. A bed of nasturtiums, gay in their gypsy jackets, forms a vivid splash of red and yellow.

3. The night that our house burned I had a narrow escape. The clang of the fire engines woke me with a start out of a sound sleep. The room was so full of smoke that I could hardly breathe. I jumped out of bed and ran to the stairway.

Exercise 212

In the following group of sentences which do you consider the topic sentence? Which of the remaining sentences have no relation to the topic sentence and should be omitted?

Using the topic sentence as a beginning, write a paragraph in which you include only those sentences that are definitely related to the topic sentence and help to develop it.

I make it a rule never to arrive early for a dental appointment, for I dread the nervous strain of waiting my turn even more than the work on my teeth. Promptly on the stroke of three, therefore, I entered the dentist's outer office, but there sat a man who was ahead of me. When the attendant asked me to be seated, my heart sank, and a cold sweat broke out all over me. I tried to compose myself by looking at a magazine. Presently I came to a picture showing a recently invented diving suit. One of my uncles is a diver in the salvage department of the United States navy. He has had many thrilling experiences. He was a member of the crew that raised the submarine *S-4*, and he helped to remove the bodies of the men who lost their lives when it went down. That was the most ghastly job, he said, that he ever had. I began reading the article describing the suit, and became so much absorbed in it that I looked up with a start when the attendant said "You're next" and I saw the man who had been ahead of me coming out of the dentist's office. I hope I may have as good luck another time, if I have to wait.

Exercise 213

Read each of the following groups of sentences attentively. Is either group of sentences a paragraph? Are the sentences in either group arranged in the right order? Do you find it easy to get the meaning of either group of sentences at one reading?

Beginning with the sentence that states the topic, write each group of sentences as a paragraph with the sentences arranged in the right order. Use only the sentences given in each group, and do not omit any sentence.

1. What is so novel as sitting on a pile of rugs, with a sandwich in one hand and a glass of milk in the other, scorning altogether the table etiquette that mother has tried in vain to make them remember and practice? They hate to see the day come when the house is straightened, because then they have to be careful not to muss things; but mother considers it a gala day, for at last she can feel free to sit down and rest. Her puritanical instinct for cleanliness and order has satisfied itself by a thorough housecleaning. My younger brother and sister seem to be the only members of our household who enjoy spring cleaning. Then they can run about and play hide and seek to their heart's content among the shrouded furniture. Best of all, they enjoy the cold meals that father detests.

2. All attention must center on her, and if a word or a single pat is bestowed upon another dog, Lassie is beside herself with envy. She waddles anxiously around, bumping into my legs, sulkily brushing against the other pet, trying her best to divert my attention. The only flaw in Lassie's disposition is her inordinate jealousy. Suddenly she remembers the trick that always gains for her the notice that she craves. Down she sits, with body erect, and holds out her paws beseechingly, while her deep, serious eyes plead for some attention. Needless to say, she gets all she wants of it. Faithful, affectionate, and loyal, Lassie is all one could desire in a pet.

Exercise 214

Come to class prepared to give a brief talk in which you develop one of the topic sentences given below into a good oral paragraph. Begin with the topic sentence and stick closely to it. See that your sentences are arranged in the right order. Do your best to make your talk entertaining to your classmates.

1. On my way to school I witnessed an amusing incident.
2. Why should any pupil find science uninteresting?
3. My dog can perform one trick that seems to me to prove that he can think.
4. My favorite pastime is not like that of most people.
5. What joy an aviator must experience in flying!
6. An orchestra is a great asset to a high school.
7. Many boys would find a course in cooking helpful to them.
8. A summer vacation out of doors is a wise health investment.
9. Experience is often an expensive teacher.
10. My younger brother is always getting into some mischief.
11. I had never been in such an embarrassing situation before.
12. I greatly enjoy strolling through an open-air market.
13. Our school devotes too much time to athletics.
14. Newspapers do more harm than good.
15. Baseball requires more skill than football.

Exercise 215

Select from Exercise 214 one of the topic sentences that you did not use for your oral paragraph, and write a paragraph of one hundred to one hundred and fifty words. Bearing in mind the requirements of a good paragraph explained in section 176, read aloud to yourself what you have written as the first draft, revise it, and then make a final copy.

Use at least two compound sentences in your paragraph. Your teacher will mark you severely for any errors in the use of compound sentences.

177. Paragraphing Conversation

In writing or in reporting a conversation, we should place in a separate paragraph what each speaker says. If a comment identifying the speaker and indicating his manner or action while speaking is needed, this should be included in the same paragraph with the quoted portion of dialogue. Capitalization and punctuation should be accurately used (see sections 107, 2; 112, 12; 118, 1 and 2).

Exercise 216

A. Examine the specimen given below, noting the division into paragraphs and the capitalization and punctuation:

Last summer two Easterners were making their first trip through a particularly arid portion of the Southwest. While their train was stopped at a small station, they began speculating about the winters in that section. Finally they decided to ask a native who stood near them on the platform.

"Can you tell me, young man, if it ever snows down here?" inquired the traveler next to the car window.

"Well, no," drawled the youth, "I can't say that it snows here, but I saw it rain once."

B. Write the following passage correctly divided into paragraphs. Do not make any errors in punctuation.

Jack had taken his sister to see her first game of football. She knew nothing of the game, as the following bit of conversation clearly shows. "Why did they stop that man and knock him down as soon as he touched the ball?" she asked. "Why, because he was trying to make a goal," her brother explained. "But isn't making goals the object of the game?" "Yes, but that man was — you see, he's on the other side. He was going the wrong way— that is, toward the wrong goal." "Well, I don't see why they should knock him down to tell him that. Everybody makes mistakes."

Exercise 217

Write an original brief anecdote or a joke that contains conversation. Paragraph and punctuate the conversation correctly.

178. Methods of Developing the Topic Sentence

Most topic sentences require, as we have noticed, other sentences to amplify their meaning. Some knowledge of the ways in which topic sentences are expanded into para-

graphs we can gain by studying specimens selected from other writers. Actual skill in constructing paragraphs we must get, however, through practice in building paragraphs of our own.

When we have become more experienced writers, we shall find that the method to be used in developing a topic sentence into a paragraph will require little, if any, consideration. The nature of the topic sentence, the material we are to use, and our purpose in writing the paragraph will readily suggest the best method. During our years of apprenticeship, however, an understanding of some of the most common methods of development, which are explained and illustrated in the following sections and exercises, will help us to build paragraphs more intelligently.

179. Development by Definition

It is not always possible to explain fully the meaning of a word in a single sentence. In such instances a paragraph may be required. After giving the dictionary definition of the word, we may point out special limitations of its meaning and illustrate its application and use. Sometimes we can make our definition clearer by comparing or contrasting the meaning of the term that we are defining with that of some other word. Occasionally we may find it helpful to explain what is excluded from the definition as well as what is included in it.

Exercise 218

In each of the following paragraphs the topic sentence, which stands at the beginning, is developed by definition. Read each paragraph carefully, noting how each sentence helps to expand the meaning of the word to be defined.

1. A bud is an undeveloped shoot; or, in other words, a bud is a group of undeveloped parts which, under favorable circum-

stances, will grow into some kind of stem and leaves. If it is a leaf bud, like the majority of the buds on most forest trees familiar to us, it will grow into a leafy branch or continue the growth of the main stem at its tip. If it is a flower bud, it will grow into that kind of specialized branch which we call a flower. If it is a mixed bud, it will grow into one or more flowers and will also develop some ordinary leaves.[1]

2. A portcullis is a sort of door formed of crossbars of iron, like a grate. It has not hinges like a door, but is drawn up by pulleys, and let down when any danger approaches. It may be let go in a moment, and then falls down into the doorway; and as it has great iron spikes at the bottom, it crushes all that it lights upon; thus in case of a sudden alarm, a portcullis may be let suddenly fall to defend the entrance, when it is not possible to shut the gates.— Sir Walter Scott

Exercise 219

Find in your textbook of science, civics, or some other subject a paragraph in which the topic sentence is developed by definition. Bring the book to class, and be prepared to read the paragraph and to discuss the method of development used.

Exercise 220

The group of sentences given below forms part of a paragraph in which the topic sentence is being developed by definition. When you have studied these sentences, copy them, and then add sentences of your own that will make the definition complete — for example, sentences in which you explain landplane and seaplane, landing gears, monoplane and biplane, trimotored plane, and so on.

An airplane is a form of aircraft that is heavier than air. It consists of a fuselage, or streamline body, lateral wings, or planes,

[1] Adapted from "Practical Botany," by J. Y. Bergen and O. W. Caldwell. Ginn and Company.

a propeller, and a rudder. It is forced through the air by the rapid rotation of the propeller, which is driven by a gasoline engine located in the forward end of the fuselage. In the fuselage space is provided also for the operator, or pilot, passengers, cargo, and usually the fuel tanks, though these are sometimes built into the wings. The rudder, used in steering the airplane, is at the rear end of the fuselage.

Exercise 221

From the following list choose two topic sentences. Develop one of them by definition in an oral paragraph; develop the other by the same method in a written paragraph. If necessary, you may supplement your information about a word by consulting an *unabridged* dictionary, but do not merely copy the definition.

1. I will do my best to explain to you what a silo is.
2. Some pupils confuse the words *principal* and *principle*.
3. I have often heard *affect* carelessly used for *effect*.
4. Deciduous trees differ in several respects from evergreens.
5. Many persons think that freedom and liberty are the same.
6. An arbalest is a kind of crossbow used in ancient warfare.
7. I explained to my uncle the difference between a matador and a toreador.
8. I believe that you will enjoy knowing how the word *peculiar* (*salary*, *tawdry*) originated.
9. In order to recognize slang words and expressions, we should know what the term *slang* means.
10. Last week Mr. Hoyt, who is a printer, explained to me the difference between a linotype machine and a monotype machine.

180. Development by Giving Details

A very common method of building a paragraph consists in giving details that explain and illustrate what is said in the topic sentence. In explanations and descriptions this method is especially useful.

Exercise 222

A. In each of the following paragraphs the topic sentence, which is placed at the beginning, is developed by giving appropriate details. Study each paragraph closely, observing what details are used and how they help to expand the topic sentence. Notice also the order in which the sentences are arranged and the way in which the relation between sentences is shown. The first selection is an explanation, whereas the second is a description.

1. The functions of the Senate fall into three classes — legislative, executive, and judicial. Its legislative function is to pass, along with the House of Representatives, bills which become Acts of Congress on the assent of the President, or even without his consent, if passed a second time by a two-thirds majority of each House, after he has returned them for reconsideration. Its executive functions are: (*a*) To approve or disapprove the President's nominations of Federal officers, including judges, ministers of state, and ambassadors. (*b*) To approve, by a majority of two-thirds of those present, of treaties made by the President — i.e., if less than two-thirds approve, the treaty falls to the ground. Its judicial function is to sit as a court for the trial of impeachments preferred by the House of Representatives.[1]

2. Sandy was the strangest-looking dog I ever saw. When he walked, his hind feet kicked his front feet, and his front feet stepped on his ears. But when he ran! Then tears would stream down our faces. His head was thrust forward, and his enormous ears were forever being caught by the wind and held straight up. His tail flapped around his legs, his front legs shot out to the right, while his hind legs hurtled to the left. I suppose this was the only way he could keep from tripping himself. The part of this creature that made us laugh most, however, was his face. It was long. It was sad. It had big soulful eyes. In fact, Sandy looked as though the trials and tribulations of the entire universe rested upon his narrow shoulders. —*Written by a High-School Girl*

[1] From "The American Commonwealth," by Sir James Bryce. By permission of The Macmillan Company, publishers.

B. Examine as further illustrations of the use of details in paragraph-building the specimen in Exercise 208, A, and paragraphs 2 and 4 in Exercise 208, B. Examine also the specimen paragraph in Exercise 209.

Exercise 223

The group of sentences given below forms a part of a paragraph in which the topic sentence is being developed by giving details. When you have studied the sentences given, copy them, and then add sentences of your own that will help to make the paragraph complete — for example, sentences in which you tell of other groups of dolls in the collection; as, German, Spanish, Japanese, Eskimo, Mexican, and American dolls.

Be especially careful to see that you use all verbs correctly. Your teacher will mark you severely for any errors in the use of verbs.

One of our neighbors has a most interesting collection of dolls. There are more than three hundred of them, gathered from most of the principal countries of the world. They are attractively arranged in glass cabinets and fill one of the largest rooms of her home. As you enter the room, a group of gorgeously appareled Hungarian dolls catches your eye. To the right of these is a cabinet filled with French dolls, and next to it is another containing Italian dolls ranging from bambinos to ladies and gentlemen in gay festival costumes.

Exercise 224

From the following list choose two topic sentences. Develop one by details in an oral paragraph; develop the other by the same means in a written paragraph.

1. What a day for an outing!
2. Learning to drive a car was not easy for me.
3. The view from my window is most satisfying.
4. Yesterday was not one of my lucky days.

5. The old woman resembled a gypsy fortune-teller.
6. The life of a night watchman is extremely monotonous.
7. I used to marvel at the things my uncle could do.
8. My younger brother's room is very much like a museum.
9. If you are fond of milk and butter, do not get a vacation job on a dairy farm.
10. Portia has many characteristics that make her popular with an audience.

181. Development by Citing Examples

When the topic sentence states a general fact, one or more examples may be used as illustrations to develop it into a paragraph. Sometimes the example may be in the form of an anecdote. The use of specific examples makes the paragraph more vivid and concrete.

Exercise 225

A. In each of the following paragraphs the topic sentence, which comes first, is developed by means of a few specific examples. Point out the examples in each, and observe how they illustrate the statement contained in the topic sentence.

1. Nature does not always keep to the highest ethics in advertising. Much of it is deceptive. There are cheating animals, swindler insects, and confidence plants. The pitcher-plant displays a gorgeously colored signboard and takes in suckers by the offer of free drinks. The flytraps and sundews entice their victims into their toils and then devour them. Some plants attract carrion flies by imitating the color and odor of decaying meat. Insects disguise themselves as flowers, leaves, or sticks in order to deceive their prey or their pursuers. Gay or grotesque beetles or butterflies may be merely pretending to be distasteful or ferocious, while really ordinary and harmless.[1]

[1] From Edwin E. Slosson's "Nature's Advertising," in "Chats on Science." Used by permission of The Century Co., publishers.

2. Young animals are strikingly like children in their craving for amusement. A young bear will lie on his back and play with his feet and toes by the hour, while a young puppy can have a great game with only a dry bone, or by chasing his shadow on the wall. Rabbits come out in evenings on the sand-hills to play hide-and-seek with their young, and squirrels never weary of this universally popular game. I know a young fox that used to come from an adjacent wood every evening to play with a young fox-terrier. They became great friends and were often seen in the woods together.[1]

B. As a further illustration of the use of specific examples in developing the topic sentence into a paragraph, examine paragraph 3 in Exercise 208, B.

Exercise 226

The group of sentences given below forms a part of a paragraph in which the topic sentence is being developed by citing examples. When you have studied the sentences given, copy them, and then add sentences of your own, telling of another accident, witnessed by you, — perhaps on a country road, — in which a careless pedestrian was to blame.

Pedestrians who are injured by automobiles are usually more to blame for the accidents than are the drivers of the cars. A few days ago I saw two girls on the corner of Chestnut Street start to cross Main Street during the five-o'clock rush just after the green light had signaled the Main Street traffic to go. They were laughing and talking, paying no attention to where they were going. When they got to the middle of the street, they looked up and saw a car rapidly approaching from the right. They screamed and jumped back quickly, but one of them was knocked down and her leg broken by a car coming from the other direction before the driver could stop.

[1] Reprinted by permission from "The Human Side of Animals," by Royal Dixon. Copyright, 1918, by Frederick A. Stokes Company.

Exercise 227

From the following list choose two topic sentences. Develop one of them by means of specific examples in an oral paragraph; develop the other by the same means in a written paragraph.

1. The foods on our daily menus come from many lands.
2. Travel contributes much to a person's education.
3. Life in the country has changed greatly within the past few years.
4. Have you ever entertained yourself by observing the different types of faces in a street car?
5. Shoes tell a great deal about the personality of the wearer.
6. Animals often select queer companions and playmates.
7. One never knows what one may do in a moment of excitement.
8. Children often place their parents in embarrassing situations before strangers.
9. The good that people do lives after them.
10. How little we know what trouble the answering of a harmless little advertisement may bring!

182. Development by Comparison or Contrast

Another simple and effective way of building a paragraph is to compare the person, animal, thing, or group mentioned in the topic sentence with something that it resembles, or to contrast it with something unlike it. Both comparison and contrast may be used in the same paragraph to develop certain topic sentences.

Exercise 228

A. Study the first two paragraphs on page 320. Indicate the topic sentence of each paragraph, and show how comparison has been used in developing each topic sentence.

B. In the following paragraph point out the topic sentence. Study the use of both comparison and contrast in developing the topic sentence into a paragraph.

It is curious to note how ant societies resemble and differ from those of man. Human societies may be divided into six classes or stages — the hunting, pastoral, agricultural, commercial, industrial, and intellectual; and ants have stages corresponding to the first three. Some ants live solely by the products of the chase; they are known as the driver and legionary ants. Some keep domestic animals, in the shape of plant lice, scale insects, and caterpillars; these belong to the pastoral class. The agricultural class is represented by the harvesting ants, which collect, store, and, it is said, plant seeds. Against these resemblances may be set the fact that ant societies are almost solely composed of females, for the males take little part in the social life of the colony. Each female is predestined to a certain task, and an ant community may be likened to a big family. A very large family it is in some cases, for Forel has estimated that a community may consist of five hundred thousand ants. Such a community resembles a perfect republic, where each works for the good of the whole community, each having her appointed work, laboring constantly for the good of all and each ready to sacrifice herself for the good of all. It is a veritable insect Utopia.[1]

Exercise 229

The group of sentences given below forms a part of a paragraph in which the topic sentence is being developed by the use of comparison and contrast. When you have studied the sentences given, which indicate comparison, copy these sentences, and then add other sentences indicating points of contrast — for example, sentences giving two or more details in which an airplane is unlike a bird.

In several respects an airplane of the monoplane type resembles a huge bird in flight. The fuselage corresponds to the body

[1] From "Animal Ingenuity of To-day," by C. A. Ealand, M.A. Seeley, Service & Co., Limited, London; The J. B. Lippincott Company, Philadelphia.

of the bird, and the planes are similar to the wings. The rudder at the rear end of the fuselage is used like the tail of a bird for the purpose of balancing and steering. The aileron on the edge of each plane functions very much as the curvature of a bird's wings in helping to direct its flight. But in certain other respects an airplane differs from a bird.

Exercise 230

From the following list choose two topic sentences. Develop one of them in an oral paragraph by means of comparison or contrast, or by both; develop the other by similar means in a written paragraph.

1. Men and animals have many characteristics in common.
2. Girls get more fun out of athletics than boys do.
3. What a difference between Christmas in America and in my native country!
4. Silas Marner is a more likable miser than Shylock.
5. How I wish that I had been born a boy!
6. There was little doubt in our minds as to which team would win the game.
7. Domestication has made greater changes in the dog than in the cat.
8. Grandfather has little confidence in automobiles.
9. The discovery of oil has made many changes in the landscape around my home.
10. In spite of many criticisms of the modern girl, I have never envied the old-fashioned girl.

183. Development by Giving Causes or Reasons

If a topic sentence raises in the reader's mind such questions as *Why is this true?* or *What is the reason for this?* it may be effectively developed into a paragraph by explaining the causes or by giving reasons. If someone says, for example, "A person cannot be too careful in the choice of his enemies," others who hear him may ask him "Why?"

To make his statement clear, he proceeds to give one or more reasons as a means of expanding his topic sentence into a paragraph.

Exercise 231

A. In the following paragraph point out the topic sentence. Show how the remaining sentences support the statement by giving reasons which develop the topic sentence into a paragraph.

Success grows out of struggles to overcome difficulties. If there were no difficulties, there would be no success. If there were nothing to struggle or compete for, there would be nothing achieved. It is well, therefore, that men should be under the necessity of exerting themselves. In this necessity for exertion we find the chief source of all human advancement — the advancement of individuals as of nations. It has led to most of the splendid mechanical inventions and improvements of the age. It has stimulated the ship-builder, the merchant, the manufacturer, the machinist, the tradesman, the skilled workman. In all departments of productive industry, it has been the moving power. It has developed the resources of this and other countries — the resources of the soil, and the character and qualities of the men who dwell upon it. It seems to be absolutely necessary for the purpose of stimulating the growth and culture of every individual. It is deeply rooted in man, leading him ever to seek after, and endeavor to realize, something better and higher than he has yet attained.[1]

B. Find, if you can, in your textbook of science, civics, or some other subject an illustration of a paragraph developed by giving causes or reasons.

Exercise 232

The group of sentences given below forms a part of a paragraph in which the topic sentence is being developed by giving causes or reasons. After you have studied the

[1] From "Thrift," by Samuel Smiles. Used by permission of Harper and Brothers, publishers.

sentences given, copy them, and then add sentences of your own, setting forth other causes or reasons that will complete the development of the topic sentence.

Most pupils allow the radio to handicap them in getting a good education. Few radio programs have any real educational value, since most of them are intended to appeal to persons whose mental age does not exceed twelve years. Many boys and girls have formed the time-killing habit of keeping the radio going almost constantly, no matter what the program may be. Much of this time they might spend to better advantage in studying, reading, thinking, or taking outdoor exercise. Though there are some good musical programs, most pupils prefer to listen to cheap jazz, and thus they fail to develop a taste for better music.

Exercise 233

From the following list choose two topic sentences. Develop one of them in an oral paragraph by giving causes or reasons to show that the statement is true; develop the other by the same means in a written paragraph.

Be especially careful to punctuate your written paragraph correctly. Your teacher will mark you severely for any errors in the use of commas and semicolons.

1. Many wealthy people are in reality very poor.
2. Most of us owe more to our mothers than to our fathers.
3. A college education is a handicap to some persons.
4. A cheap used car is often an expensive investment.
5. Benjamin Franklin is our greatest self-made American.
6. Many people fail because of easy success in early life.
7. I have discovered that individual freedom is only a myth.
8. If we desire something done quickly and well, we employ a busy person, not an idler, to do it.
9. In colonial times an overland journey of a hundred miles was often a thrilling adventure.
10. Pupils of foreign descent usually make better use of their opportunities of getting an education than do native American boys and girls.

Exercise 234

Study each of the following paragraphs carefully. Point out the topic sentence, and tell what method is used in developing it. If you cannot find a topic sentence, state the topic in a sentence of your own. In a few paragraphs you will find that two or more methods have been used in combination.

1. What I mean by Education is learning the rules of this mighty game. In other words, education is the instruction of the intellect in the laws of nature, under which name I include not merely things and their forces, but men and their ways; and the fashioning of the affections and of the will into an earnest and loving desire to move in harmony with these laws. For me, education means neither more nor less than this. Anything which professes to call itself education must be tried by this standard, and if it fails to stand the test, I will not call it education, whatever may be the force of authority or of numbers upon the other side.— Thomas Henry Huxley, "A Liberal Education"

2. Animals have the power to make themselves understood by man, especially when they are in distress and wish man to help them. And they often combine to help one another. I was on a sheep ranch in western Texas once when one of the sheep came bleating up to the camp late in the afternoon. She uttered the most distressing calls. A friend, whom I was visiting, assured me that something unusual was wrong. Together we followed the sheep back to where she had been feeding in the pasture, she going forward in short spurts and continually looking back to see if we were coming. She finally led us to an old well, and we heard the plaintive voice of her young lamb that had fallen in. As the well had no water in it, and was only six feet deep, we secured a ladder and in a few minutes the lamb was restored to its mother. She seemed delighted at the successful outcome of the accident. She had come and told us her troubles and got aid.[1]

3. Hundreds of derricks cover the huge sides of the hill, each

[1] Reprinted by permission from "The Human Side of Animals," by Royal Dixon. Copyright, 1918, by Frederick A. Stokes Company.

one drilling down, down into the very heart of the hill, searching for that most important substance which keeps the wheels of industry going the world over — oil, so often called "black gold." Black gold, indeed, for fortunes are made and lost every day. Hopes and money are sunk with each movement of the drill. Men come from everywhere to make the hill give up its treasures to man. Ceaselessly the work, the never-ending struggle, goes on: the power of man against the resistance of Nature.[1]

4. It is high noon. There is a stillness in the air that impresses you, broken only by the low murmur of the brook behind and the ceaseless song of the grasshopper among the weeds in front. A tired bumblebee hums past, rolls lazily over a clover blossom at your feet, and has his midday luncheon. Under the maples near the river's bend stands a group of horses, their heads touching. In the brook below are the patient cattle, with patches of sunlight gilding and bronzing their backs and sides. Every now and then a breath of cool air starts out of some shaded retreat, plays around your forehead, and passes on. All nature rests. It is her noontime.[2]

5. No boy can afford to neglect his work, and with a boy work, as a rule, means study. Of course there are occasionally brilliant successes in life where the man has been worthless as a student when a boy. To take these exceptions as examples would be as unsafe as it would be to advocate blindness because some blind men have won undying honor by triumphing over their physical infirmity and accomplishing great results in the world. I am no advocate of senseless and excessive cramming in studies, but a boy should work, and should work hard, at his lessons — in the first place, for the sake of what he will learn, and in the next place, for the sake of the effect upon his own character of resolutely settling down to learn it. Shiftlessness, slackness, indifference in studying, are almost certain to mean inability to get on in other walks of life. Of course, as a boy grows older, it is a good thing if he can shape his studies in the direction toward which

[1] From "The Romance of the Hills," by a High-School Girl, in the Atlantic Monthly Essay Contest, 1922–1923. Used by permission of the Atlantic Monthly Company, publishers.

[2] From "A Day at Laguerre's," by F. Hopkinson Smith. Used by permission of Houghton Mifflin Company, publishers.

he has a natural bent; but whether he can do this or not, he must put his whole heart into them. I do not believe in mischief-doing in school hours, or in the kind of animal spirits that results in making bad scholars; and I believe that those boys who take part in rough, hard play outside of school will not find any need for horseplay in school. While they study they should study just as hard as they play football in a match game. It is wise to obey the homely old adage, "Work while you work; play while you play."[1]

6. There are some people, it is true, who grow up with the notion that their time is their own. If there is anything, they argue, which is free, it is time. Time, they aver, is to be had in abundance and without stint. But the maturer they grow, and the further they progress, the more they appreciate that, when it comes to time, they are poverty-stricken. For time is the most precious thing in the world.[2]

7. Why is a flower arrayed in a splendor exceeding that of Solomon? Because it is advertising its Spring Opening. "Free nectar on draft today," it announces to every bee and butterfly and humming-bird who passes by; and, like the wily advertiser that it is, says nothing about the pollen it wants shifted from stamen to pistil by the aid of those who enter its attractive portals.[3]

8. It is important to remember that, in strictness, there is no such thing as an uneducated man. Take an extreme case. Suppose that an adult man, in the full vigor of his faculties, could be suddenly placed in the world, as Adam is said to have been, and then left to do as he best might. How long would he be left uneducated? Not five minutes. Nature would begin to teach him, through the eye, the ear, the touch, the properties of objects. Pain and pleasure would be at his elbow telling him to do this and avoid that; and by slow degrees the man would receive an education which, if narrow, would be thorough, real, and adequate to his circumstances, though there would be no extras and very few accomplishments.—THOMAS HENRY HUXLEY, "A Liberal Education"

[1] From "The Strenuous Life," by Theodore Roosevelt. Used by permission of The Century Co., publishers.

[2] From Percival White's "The Almighty Minute." Used by permission of the Atlantic Monthly Company, publishers.

[3] From Edwin E. Slosson's "Nature's Advertising," in "Chats on Science." Used by permission of The Century Co., publishers.

9. Ichabod was a suitable figure for such a steed. He rode with short stirrups, which brought his knees nearly up to the pommel of the saddle; his sharp elbows stuck out like grasshoppers'; he carried his whip perpendicularly in his hand, like a sceptre, and as his horse jogged on, the motion of his arms was not unlike the flapping of a pair of wings. A small wool hat rested on the top of his nose, for so the scanty strip of forehead might be called, and the skirts of his black coat fluttered out almost to the horse's tail. Such was the appearance of Ichabod and his steed as they shambled out of the gate of Hans Van Ripper, and it was altogether such an apparition as is seldom to be met with in broad daylight.—WASHINGTON IRVING, "The Legend of Sleepy Hollow"

10. A true luxury is a fire in the bedroom. This is fire at its most fanciful and mysterious. One lies in bed watching drowsily the play of the flames, the flicker of the shadows. The light leaps up and hides again, the room gradually becomes peopled with fantasies. Now and then a coal drops and accentuates the silence. Movement with silence is one of the curious influences that come to us; hence, perhaps, part of the fascination of the cinematoscope, wherein trains rush into stations, and streets are seen filled with hurrying people and bustling vehicles, and yet there is no sound save the clicking of the mechanism. With a fire in one's bedroom sleep comes witchingly.[1]

11. It was a desolate interior. In the open door-way Grant, seated upon a half-bushel, was mending a harness. The old man was holding the trace in his hard brown hands; the boy was lying on a wisp of hay. It was a small barn, and poor at that. There was a bad smell, as of dead rats, about it, and the rain fell through the shingles here and there. To the right, and below, the horses stood, looking up with their calm and beautiful eyes, in which the whole scene was idealized.[2]

12. Cats are gifted linguists. By mewing they can just as plainly express a desire to have a door opened or closed as if they requested it in so many words. A friend has furnished me

[1] From "Fires," taken from "Fireside and Sunshine," by E. V. Lucas, published by E. P. Dutton & Co., New York.

[2] From "Main Travelled Roads," by Hamlin Garland. Harper & Brothers, publishers. Used with the author's permission.

an interesting account of her cat's ability to make herself understood. It seems that the cat, with three small kittens, at one time slept in a box prepared for her in the kitchen. But one night when it was particularly cold, some one left the kitchen window open, and late in the night the cat went to her mistress's bed and mewed continuously until her mistress arose and went to the kitchen and closed the window. The cat was perfectly satisfied, as she had made her great need understood.[1]

13. Once, in the winter, many years ago, when I had been cutting holes through the ice in order to catch pickerel, as I stepped ashore I tossed my axe back on to the ice, but, as if some evil genius had directed it, it slid four or five rods directly into one of the holes, where the water was twenty-five feet deep. Out of curiosity, I lay down on the ice and looked through the hole, until I saw the axe a little on one side, standing on its head, with its helve erect and gently swaying to and fro with the pulse of the pond; and there it might have stood erect and swaying till in the course of time the handle rotted off, if I had not disturbed it. Making another hole directly over it, with an ice chisel which I had, and cutting down the longest birch which I could find in the neighborhood with my knife, I made a slip-noose, which I attached to its end, and, letting it down carefully, passed it over the knob of the handle, and drew it by a line along the birch, and so pulled the axe out again.[2]

14. This was my first sight of the California country landscape, and I saw it at the most beautiful time of the year. The low-rolling hills were bright green, against which blended the darker green of the park-like oaks. Over the slopes were washes of color where the wild flowers grew, like bright scarves laid out in the sun. They were of deep orange, or an equally deep purple, or, perhaps, of mingled white and purple. Each variety, and there were many of them, seemed to grow by itself so that the colors were massed.[3]

[1] Reprinted by permission from "The Human Side of Animals," by Royal Dixon. Copyright, 1918, by Frederick A. Stokes Company.

[2] From "Walden," by Henry David Thoreau. Used by permission of Houghton Mifflin Company, publishers.

[3] From "Gold," by Stewart Edward White. Copyright, 1913, Doubleday, Page & Company. Used by permission of Doubleday, Doran & Company, Inc., publishers.

Exercise 235

Using topic sentences chosen from the list below, write two or more good paragraphs. State the method or the methods that you used in developing each topic sentence.

1. As usual, the unexpected happened.
2. A district nurse must possess great versatility.
3. Pupils find ability to draw helpful in many courses.
4. Every boy should have a knowledge of electricity.
5. All the trouble resulted from a lie that I had told.
6. Our school paper could be improved in several ways.
7. What do we mean by a "self-made man"?
8. We indicate our character and ambition by the use we make of our leisure time.
9. Boys and girls should attend separate high schools.
10. Not often does an automobile accident bring such good luck. (Final sentence)
11. Ignorance causes a great deal of needless suffering.
12. What a difference there is between *seeing* and *observing*!
13. I enjoy watching young animals play.
14. Recently we performed an interesting experiment in our science class.
15. His whole figure suggested comfort and contentment.
16. School letters should be awarded boys and girls for excellence in their studies as well as for leadership in athletics.
17. While soliciting advertisements for our school paper, I had an interesting experience.
18. I was delighted by an act of courtesy that I witnessed recently.
19. A successful stenographer must have an accurate knowledge of English.
20. I heard an amusing anecdote the other day.
21. The shop window was a splendid example of decorative skill.
22. Many pupils waste time while pretending to study.
23. What are the duties of a good citizen?
24. Our neighbors have a most attractive back yard.
25. Some athletic victories are won at too great a sacrifice of other school interests.

PART FIVE

The Composition of Letters

1750
FRANKLIN · ACHIEVED · GREAT · SUCCESS · AS · A · PRINTER · HIS · PRESSES · DIFFERED · VERY · LITTLE · FROM · CAXTON'S · & · BENJAMIN · FRANKLIN · ACHIEVED · GREAT · SUCCESS · AS · A · PRINTER · HIS · PRESSES · DIFFERED · VERY · LITTLE · FROM · GUTENBERG'S · OR · CAXTON'S · & · BENJAMIN

WRITING GOOD LETTERS

LETTERS are conversations carried on at long distance by means of writing. In spite of the greater speed and convenience of the telephone and the telegraph, you will always have need of them. No other form of writing is so useful and entertaining to such a large number of people. After your school days are over, the writing that most of you will do will consist almost wholly of letters. Next to skill in conversation and in public speaking, you will find that the ability to write good letters will be one of your greatest aids in making and keeping friends and in gaining social recognition and business advancement.

While you are pupils in school, you should improve your opportunities to become good letter-writers. Remember that a good letter is not "dashed off"; it requires time and your best effort. When you write, put yourself, as fully as you can, in the place of your correspondent. Keep his interests and his point of view in mind, and do your best to write entertainingly. Form the habit of making your letters to your relatives and intimate friends just as correct and attractive as your more formal social and business letters. Since most social letters are highly personal writing, try to make your friendly letters express your personality just as truly as your conversation does.

The directions, illustrations, and exercises provided in the two chapters that follow will greatly aid you in your efforts to write letters that are correct, entertaining, and effective.

CHAPTER XVII

Friendly Letters

Test Exercise

Study closely the contents of the friendly letter given below. Using appropriate stationery, copy the letter. Space it correctly, divide it into sentences, and supply the necessary capital letters and marks of punctuation. Arrange the body of the letter accurately in three paragraphs. Fold the letter properly, and place it in an envelope of the right size and kind. Address the envelope, but do not seal it. Do your best to make your copy of the letter perfect in every detail.

226 lake avenue toledo ohio june 17 1933 miss jean frost 184 spring street cleveland ohio dear jean i could hardly believe my ears tonight when i heard over the radio that you had been awarded one of the travel prizes in the national motion-picture contest i wanted to telephone you at once but mother said id better write to you you lucky girl how i do envy you think of getting a trip to hollywood with all expenses paid arent you thrilled beyond words who knows but that you may get a job out there i surely hope you do that must have been a wonderful letter that you wrote there must have been thousands of other girls in the contest if you kept a copy of your letter wont you let me read it sometime if theres ever another contest of this kind im going to do my best to write a winning letter mother dad and bob join me in sending heartiest congratulations we are immensely proud of you im so much excited over your good luck that i probably shant sleep a wink tonight sincerely yours harriet

184. Requirements of a Good Friendly Letter

Our success in writing friendly letters depends both on what we say and on how we say it.

Subject matter. In every friendly letter we should include only such topics as will interest our reader. He is glad to have us talk about ourselves and things that interest us, but he rightly insists that both these subjects be made interesting to *him*. He expects and appreciates some attention to himself and his affairs.

Style. A good friendly letter should express the individuality of the writer with sincerity and simple naturalness. Its style, though sometimes formal, is usually informal, often familiar and intimate. It should be animated, spontaneous, and natural, as in good conversation, not stilted and laborious. The degree of informality, familiarity, and animation must, of course, be appropriate to the relation existing between us and our correspondent. In informal and familiar friendly letters we may use contractions, such as *I'm, it's, we'll, don't,* and other forms permissible in good conversation, since they contribute a certain amount of ease and naturalness.

Writer and reader. Self-respect and courtesy to our correspondents require that we make our letters correct and clear in expression, entertaining in subject matter and style, and attractive in form. Since our letters give readers information as to our education, habits, and character, we should make them represent us at our best.

Exercise 236

Read the specimen given on the opposite page, and point out in detail how it satisfies the requirements of a good letter. Observe the spacing, paragraphing, capitalization, and punctuation.

512 Hillcrest Avenue
Medford, Massachusetts
April 12, 1933

Dear Aunt Catherine,

We were all delighted to hear this morning of your steady improvement since your operation for appendicitis. I can imagine how glad you are to have it all over and be on the road to good health again. Just think of being able to eat any and every thing once more! Won't that be a wonderful compensation for three years of dieting?

Mother, father, and I have a great summer planned for you. You are to spend three months with us at the cottage in Falmouth, doing nothing but resting and being company for us all. Before the end of the summer you'll be strong enough to go in bathing, and perhaps you and I can take a few short hikes together. We shall have a good time, anyway, and you'll be "all fine and fitten," as grandmother used to say, when college opens next fall. You needn't try to offer any objections to these plans, for there are three of us and you'd be outvoted.

Rest and take advantage of your privileges as a convalescent. If anybody tries to "speak of operations" in your presence, "off with his head!" Such things are now ancient history for you.

Your loving niece,
Peggy

185. Good Form in Friendly Letters

In spite of informality and conversational style, a friendly letter must show that we have due regard for the well-established requirements of good form in letter-writing.

Writing materials. Use regular four-page sheets of correspondence paper, unruled and preferably white, though ivory-colored or slightly tinted stationery is permissible. Brief letters and notes may be written on single sheets of note paper with the address printed at the top or on correspondence cards. Write with a pen and black or blue-black ink. Never use a pencil. Semisocial letters may be typewritten.

Manuscript. Make your letter neat and attractive. The various parts (see sections 186–189) should be arranged, spaced, capitalized, and punctuated in accord with the demands of correct form. On each side, and at the top and bottom, of each page leave a margin in proportion to the size of the page. See that each paragraph is clearly indented, and observe the same indention for each paragraph. Neatness requires that the entire manuscript of the letter be free from finger prints, smudges, blots, and unsightly erasures. Do all in your power to make the reading of your letter easy and enjoyable for your correspondent.

Order of pages. In writing a friendly letter of more than two pages, use both sides of the sheet of letter paper and write on the pages in regular book order. In writing a letter not exceeding two pages, write on pages one and three.

Legibility. Use a pen adapted to your style of handwriting. Write legibly. Avoid shadings, flourishes, and the peculiar formation of letters. Capitalize and punctuate

distinctly. Be sure to keep the lines straight on the paper, and see that they are not placed so close together that the letters of one line run into those of the line above. Leave a proper amount of space between words, and do not crowd together the letters of a word coming at the end of a line.

Revising. Read over carefully and revise as necessary every letter before you inclose it in the envelope. Be sure that it is correct in form, grammar, sentence structure, paragraphing, choice of words, spelling, capitalization, punctuation, and other details of the mechanics of good writing.

Folding. Fold the four-page sheet once horizontally across the center. The folded letter should exactly fit the envelope, which should match the paper. The letter should be so placed that when it is removed from the envelope and unfolded it will be in the right position to be read.

I. PARTS OF A LETTER

186. The Beginning of a Letter

The beginning of a letter consists of (1) the heading, (2) the inside address, and (3) the salutation.

1. The heading. The heading of a letter should be written in the upper right corner of the first page and should begin about an inch from the top. It should contain the number, the name of the street (avenue, road, or rural route), the name of the town and of the state, and the date. If the stationery used bears the printed address of the writer, only the date need be written in the space where the heading would otherwise appear. In a letter to a person who knows our place of residence we may omit our address, though it is better to include it. The date should never be omitted.

The approved styles of arranging the heading and the punctuation to be used are illustrated in Exercise 237.

2. The inside address. The inside address consists of our correspondent's name and address. It should begin about two line spaces below the line of the date, at the left side of the page and about half an inch from the edge. This margin we should observe on each page of our letter. The style of arrangement and the punctuation of the inside address should be the same as the style of arrangement and the punctuation of the heading.

In semiformal friendly letters we may place the inside address at the end, instead of at the beginning, on the left side of the page and a little below the line of our signature. In an intimate friendly letter we may omit the inside address, but in all other social letters we should include it.

The approved styles of arranging and punctuating the inside address are illustrated in Exercise 237.

3. The salutation. The greeting of respect or affection should begin even with the left margin and be written one line space below the last line of the inside address. If we place the inside address at the end of a semiformal letter, or if we omit it in a familiar letter, we should write the salutation two line spaces below the line of the date.

The wording and the punctuation of the greeting will vary according to our relation to our correspondent. In a formal friendly letter a colon may be used after the salutation, but in a familiar letter a comma is preferable. The first word of the salutation and the name of the person, or the word or words standing for his name, should always begin with capital letters.

The examples given in Exercise 237 and the specimen letters that come later in this chapter illustrate the various ways in which the salutation may be worded and show the correct capitalization and punctuation.

Exercise 237

Observe the content, spacing, capitalization, and punctuation of the specimen beginnings of letters illustrated below. In each point out the heading, the inside address, and the salutation. The inside address in the first specimen may be placed after the letter, and a comma may follow the salutation if the letter is semiformal. In each of the other three specimens the inside address may be omitted altogether. Explain why.

1. *Successive Indention without End Punctuation*

147 West Ash Street
Atlanta, Georgia
April 23, 1933

Mr. Horace J. Moreland
37 Kirkland Road
Hartford, Connecticut

Dear Mr. Moreland:

2. *Successive Indention with End Punctuation*

Rural Route 3, Box 27,
Washburn, Louisiana,
June 17, 1933.

Mrs. Henry N. Vance,
234 Edgewood Terrace,
Denver, Colorado.

Dear Aunt Charlotte,

3. *Block Form without End Punctuation*

846 Mission Boulevard
Los Angeles, California
August 27, 1933

Mr. Philip S. Draper
587 Clarendon Avenue
Springfield, Massachusetts

Dear Philip,

4. *Block Form with End Punctuation*

354 Franklin Street.
St. Louis, Missouri,
September 7, 1933.

Miss Margaret Winston,
117 South Maple Street.
Portland, Oregon.

Dear Margaret,

Exercise 238

Using the specimens given in Exercise 237 as models, write the beginning of four letters to acquaintances, relatives, and friends.

187. The Letter Proper

The letter itself we should begin one line space below the salutation and indent the first line. For each principal topic in a letter there should be a separate paragraph. We

should form the habit of expressing in complete sentences what we have to say, though it is permissible to use elliptical, or abbreviated, sentences in familiar letters if their meaning will be immediately clear to the reader.

The beginning of the letter proper should be direct, individual, and appropriate. There is no valid reason why we should not begin the first sentence with the pronoun *I*, though for the sake of modesty and sentence variety we should avoid using it first in too many of our sentences. Unless accident, illness, or absence has prevented our writing earlier, it is best not to try to make excuses for our delay. The ending of a letter should be just as individual and appropriate as the beginning and other portions. There is no excuse for such abrupt, awkward, and mechanical endings as "The postman's whistle warns me that I must stop" or "I can't think of anything more to write; so I will close."

188. The Conclusion

The conclusion of a letter consists of two parts, the complimentary close and the signature.

By the *complimentary close* we mean the concluding words of respect or affection, which, like those used in the salutation, should always be in keeping with the tone of the letter and our relation to our correspondent. Among a great variety of phrases that, properly chosen, may be used as the complimentary close are the following:

Sincerely yours,
Yours sincerely,
Cordially yours,
Gratefully yours,
Faithfully yours,
Your sincere friend,
Affectionately yours,
Devotedly yours,
Yours with love,
Your loving daughter,

The complimentary close should be written one line space below the last line of the letter proper. Only the

first word should begin with a capital letter. The last word should always be followed by a comma.

The complimentary close should be grammatically independent of the final sentence of the letter proper. The following examples illustrate conclusions properly written:

1. I am always glad to hear of your progress.

Sincerely yours,

Richard W. Bolton

2. We shall never forget your kindness to us.

Gratefully yours,

Catherine Morley

3. The advice that you gave me could not have been better.

Respectfully yours,

Howard C. Pendleton

Though it was formerly permissible to join the complimentary close to the concluding phrase or sentence of the letter proper, this practice is not approved at present by reputable writers. We should *avoid*, therefore, ending a letter thus:

Hoping that I may hear from you again soon, I am

Your sincere friend,

Eleanor Crawford.

The *signature* is written one line space below the complimentary close and is not followed by any mark of punctuation. (The signature in the last example above forms part of a complete sentence; hence the period.) If we are writing to relatives or intimate friends, we may sign only our first name; but in all other letters we should write our

name in full. If a woman is writing to a stranger or to anyone else who is not familiar with her position, or status, she should indicate whether or not she is married by inclosing her title in parentheses at the left of her name or by prefixing her title to her husband's name, in parentheses, immediately beneath her own. The following conclusions illustrate the correct manner of writing the signature:

1. *A Relative or an Intimate Friend*

Affectionately yours,

Frederick

2. *An Unmarried Woman Writing to a Stranger*

Very truly yours,

(Miss) Beatrice Sheldon

3. *A Married Woman Writing to a Stranger*

Very truly yours,

Eleanor Lawrence

(Mrs. Vernon W. Lawrence)

4. *A Widow Who Prefers to Use Her Own Name*

Sincerely yours,

(Mrs.) Eleanor Lawrence

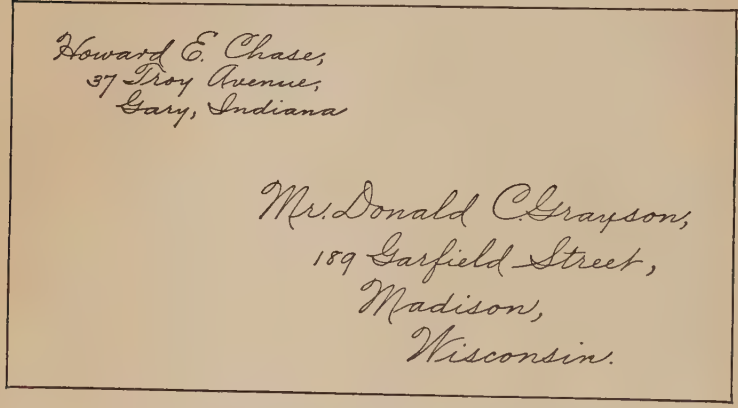
189. The Address on the Envelope

The superscription, or the address of the person for whom the letter is intended, should be symmetrically spaced and legibly written on the lower half of the envelope. In contents, spacing, and punctuation it should be exactly the same as the inside address.

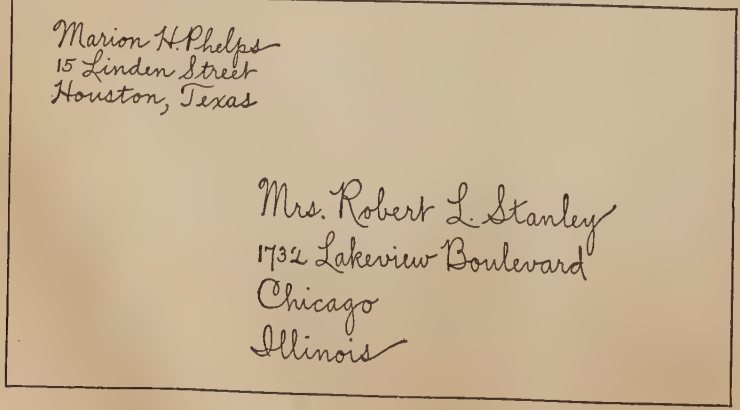
To insure the return of a letter if it cannot be delivered, we should write our own address in the upper left corner of the envelope.

The two specimens given below are examples of envelopes properly addressed. Postal authorities prefer the first form, because it is more quickly and easily read.

1. *Indented Form with End Punctuation*



2. *Block Form without End Punctuation*



II. TYPES OF FRIENDLY LETTERS

190. Letters of Invitation

When we wish to invite a relative or a friend to visit us or to share in some pleasure with us, we may write a friendly letter of invitation, such as the one quoted in Exercise 236, or we may write an informal note, such as the specimens given in Exercise 239, below. Such letters and notes should always be cordial in tone and sincere in expression.

Exercise 239

Read again the letter of invitation given in Exercise 236. Then read the informal notes of invitation included in this exercise. Observe the contents, the style of expression, and the form of each. What items in the heading of each have been omitted? Why?

An Informal Invitation

June 21, 1933

Dear Helen,

Hearken! Dad has promised us a clambake and stunts down at Rock Point this week-end. I hereby summon you to be on hand for the great event, for there won't be any party without you. So say we all. Tell your boss that you'll have a nervous breakdown if he doesn't give you Saturday off. Don't be silly and bother about clothes. There'll be only the Crawfords and our family. All you'll need for the trip is a bathing suit — and car fare. I'll meet you at the train Friday evening.

Your cousin,
Donald

An Informal Reply, Accepting

June 22, 1933

Dear Donald,

A clambake did you say? That's enough. I'll be there. Mr. Calkins has agreed to let me off, with pay, if I'll promise not to have a nervous breakdown. I've already promised. Isn't he great? I'll see you Friday evening. You needn't bother about coming for me in the car if it's not convenient. I'm traveling "light," as you suggested.

Your cousin,
Helen

An Informal Invitation

November 14, 1933

Dear Mrs. Allison,

Since mother is to be in New York City over this week-end, she wishes you to use her ticket to the Symphony Concert on Saturday evening. If you can go, father and I will call for you at seven-fifteen.

Sincerely yours,
Mildred Aiken

An Informal Reply, Accepting

November 15, 1933

Dear Mildred,

It is indeed kind of your mother to give such a shut-in as I am the treat of a Symphony Concert. I shall be delighted to accompany you and your father.

Sincerely yours,
Margaret Allison

Exercise 240

Write a letter or note of invitation to some relative or friend. Submit this letter, as well as all other letters that you write in the assignments of this chapter, in an envelope of the right kind and size. Address the envelope correctly, but do not seal it.

Exercise 241

Impersonating Aunt Catherine (see the letter of invitation quoted in Exercise 236) or the recipient of the invitation that you wrote in Exercise 240, write a reply accepting or declining the invitation.

191. Personal News Letters

Most friendly letters that we write concern ourselves and our affairs. They may also contain news of our family, other relatives, and other friends. When we travel we greatly enjoy writing letters in which we describe what we have seen and relate some of our most interesting experiences. Even if we have not traveled, we may write letters to distant correspondents, describing unusual places near

our homes. We may also write imaginary travel letters, supposing ourselves to be visiting some place familiar to us through our study of geography. In writing a news letter we should be especially thoughtful of the interests of our correspondent and do our best to make our letter entertaining throughout.

Exercise 242

Study the specimen given below as an example of the personal news letter. Notice the form and the division into paragraphs. Tell in what ways it satisfies the requirements of a good letter.

October 20, 1933

Dear Mother,

How happy I was to find your good long letter waiting for me when I came in from school! Being substitute housekeeper and going to school have made the past three weeks pretty strenuous, but knowing that you are getting a rest and having such fine times makes me glad that you went to visit grandmother. Thanks to dad's and brother's help, I am getting along very well.

Our Literary Club had its second meeting this afternoon, and I am sure you will be relieved to hear that I lived through my part on the program, which was to give a report on "Common Superstitions." For the past week I've been making life miserable for brother and dad, getting them to help me prepare my report. The boys and girls at school have teased me a lot about my subject. "Did you meet a black cat today, Anne?" they would ask. "Pick that pin up; it's pointing toward you." "Don't drop a spoon in cooking class, Anne." All the same, they seemed to enjoy my paper, but I can tell you it was no fun to me standing up there on the platform reading it. Aren't you proud of your daughter for following your advice about doing whatever is assigned?

Just eleven days until Halloween! Then you'll be home, and we can have our party. I've told all the crowd, and they are coming. They think you are splendid — and so do I.

Give grandmother my love, but keep a liberal share for yourself. Dad and brother will write Sunday. Goodnight, mother dear.

Your affectionate daughter,

Anne

Exercise 243

Write a personal news letter to one of the persons indicated below. Adapt your letter in contents and in style to your correspondent.

Be especially careful about your sentence structure. You will be heavily penalized for any period fault or comma fault.

1. A brother or sister away at college.
2. Your father, who is away on a business or pleasure trip.
3. Your younger brother, sister, niece, or nephew.
4. A relative or friend about your own age.
5. An older relative living in another state or in a foreign country.
6. A former schoolmate or teacher.
7. A former neighbor who has recently moved away.
8. Your Sunday-school teacher, Scout leader, or camp counselor, who is away on a visit.
9. A person about your own age who has been introduced to you through correspondence but whom you have never met.
10. A person of your own choice.

Exercise 244

Impersonating Anne's mother (see the letter in Exercise 242) or the recipient of your letter written in Exercise 243, write a news letter in reply.

Breaking Camp in the Grand Canyon of the Colorado

Exercise 245

Write one or more of the following travel letters:

1. A letter giving an account of an interesting trip.
2. A letter describing some place that you have visited.
3. A letter telling of an unusual place in your home community.
4. A letter giving an account of an imaginary trip.
5. A letter telling of a visit to one of the places or scenes represented by an illustration in this book.

192. Letters Accompanying Gifts

Our pleasure at receiving a present is greatly increased if a note or a letter from the giver accompanies it. When we present a gift or other token of esteem to someone, we can likewise add to his enjoyment of it if we write an appropriate note or letter of presentation.

Exercise 246

Study the following specimens and observe the contents of each. Why are the heading and the inside address given in the letter of presentation? What other punctuation might have been used after the salutation? Where else might the inside address have been written?

A Letter of Presentation

Lincoln School
1640 Forest Avenue
Detroit, Michigan
June 9, 1938

Mr. Warren J. Crawford
67 Spring Street
Detroit, Michigan

Dear Mr. Crawford:

We have just heard with much pleasure that you and Mrs. Crawford are going abroad this summer. As members of the basket-ball team, we wish to express, by the gift that accompanies this letter, our gratitude to you for giving so much of your time and energy to coaching our team and enabling us to win the district championship. We hope that the binoculars may be useful to you both on your trip, and that you may have a delightful vacation and return to us in the fall thoroughly rested.

Sincerely yours,

Robert Ferrin
Tom Brewster
Edwin La Rogue
Jack Stokes
Ted Meisner

A Note Accompanying a Book

May 2, 1933

Dear Madge,

The heroine of the novel I am sending you reminds me so much of your mother that I want you to have it. See if you don't agree with me. I hope that you will enjoy reading it as much as I have enjoyed it.

Ever your friend,

Ruth Gordon

Exercise 247

Write one or more of the following letters or notes to accompany gifts:

1. A present to a relative or friend.
2. A gift to a nurse or some other person who has served your family faithfully.
3. A gift to a deserving family who have been unfortunate.
4. A gift from your class or club to the school library. (You will write and sign the letter as secretary.)
5. A gift from your team to the coach. (You will write the letter, and other members of the team will sign it with you.)
6. A gift to a person of your own choice.

193. Letters Requesting Favors

Letters in which we ask someone to do something for us are often only semisocial, for our request is generally of a business nature; that is, we expect to profit materially as a result of the favor that we ask. Such letters may be typewritten on business stationery or be written with pen and ink on correspondence paper. They should always be courteous, and we should be very careful not to ask any favor that will embarrass our correspondent, whether he grant it or refuse it.

Exercise 248

Study the following specimen as an example of a letter requesting a favor. What are its good qualities? Does the letter give you a favorable impression of the writer? Why are the heading and the inside address included? Where else might the inside address have been written?

2312 Harrison Avenue
Indianapolis, Indiana
August 26, 1933

Mr. Gordon Conway
64 Commerce Street
Kansas City, Missouri

Dear Mr. Conway:

My mother has suggested that you might be willing to use your influence to help me to get a position in the office of Whipple, Snow and Company here in Indianapolis. As you may recall, I was graduated last June from the Technical High School, where I specialized in architectural drawing. I am anxious to study architecture at Harvard as soon as I can, but the loss of my father makes it necessary for me to earn the money to pay my way.

This summer I am getting some good practical experience working for the Haynes Construction Company, but I am hoping to secure an office position at better wages. I am eighteen years old, and I believe that I could render good service as an architect's assistant. I know that I should do my best to give satisfaction, for I like the work and am anxious to go to Harvard. Whatever you can do for me, Mr. Conway, I shall greatly appreciate.

I shall wait until I hear from you to write my letter of application.

Yours sincerely,

John Denham

Exercise 249

Write one or more of the letters requesting favors suggested in the list given below.

Give close attention to the choice of pronouns. In this letter you will be heavily penalized for any errors in the use of pronouns.

1. A letter inviting a prominent man or woman of your community to speak at a school assembly.
2. A letter requesting a man or woman of note to write for the school paper a message to the students.
3. A letter asking some experienced person to give you advice that will help you to make a wise decision regarding a question that concerns your future.
4. A letter to a relative or a friend who is interested in your hobby asking him or her for some bit of information.
5. A letter to a friend asking him or her to tell you of some job that you might get during vacation.
6. A letter to an acquaintance asking him or her to recommend a good summer camp.
7. A letter to a friend asking assistance in entertaining guests over the week-end.
8. A letter based on a situation of your own choice.

194. Letters of Appreciation

When we have received a gift, or when someone has done us a favor or has entertained us as a guest, we should express our appreciation in a note or a letter of thanks. Social courtesy demands that we write such letters promptly. By what we say and by our sincere personal style, we should do our best to make the reader feel that we genuinely appreciate what he or she has done for us. One of the best means of making and keeping friends, and of showing that we are worthy of what they do for us, is to write them expressing our thanks.

Exercise 250

Study closely the following specimens. Observe how each of them reveals the personality of the writer. Does each impress you as being a sincere expression of appreciation? Notice the form of each specimen.

Why is the inside address included in each letter? Why is it placed at the end of the second specimen?

A Letter of Thanks

2312 Harrison Avenue
Indianapolis, Indiana
September 7, 1933

Mr. Gordon Conway
64 Commerce Street
Kansas City, Missouri

Dear Mr. Conway:

Thanks to your letter of recommendation to Messrs. Whipple, Snow and Company, I have been given a place in their office at an encouraging salary. I began work yesterday, and I think that I shall enjoy it very much. Mr. Snow called me into his office today for a friendly talk. I like him immensely. He spoke cordially of you and congratulated me on having you for my friend. He told me that you had a talk with him about me during his recent visit to Kansas City. I assured him that I considered myself most fortunate in having you to back me and that I would do my best to live up to your recommendation of me.

Mr. Conway, I want to thank you sincerely for your great kindness. Without your aid I could never have secured this position. With you and my mother to stand behind me, and with experienced men to guide me, I am going to do all I can to make good and to prove my appreciation.

Gratefully yours,

John Denham

A "Bread-and-Butter" Letter

Suite 27, Bronson Court
1614 Lexington Avenue
Minneapolis, Minnesota
August 1, 1933

Dear Mrs. Herrick,

When I reached home after my delightful month's stay in your camp, all my family exclaimed over my coat of tan and the great improvement in my health. Mother was especially pleased, for she says I spend too much time indoors over books — not necessarily schoolbooks, you understand. I suspect that she will make me perch all day for the rest of the summer on the fire escape to keep my outdoor complexion. When I think of those delightful times I had at your camp — the canoe trips, the swimming parties, the games on moonlight evenings — and of that wonderful tree just outside my window that made me drowsy listening to the whispering of the leaves, I feel that you were the finest hostess in the world to invite me to enjoy it all. How can I ever thank you enough!

Your grateful friend,

Dorothy Coulter

Mrs. Bryan Herrick
Camp Glendale
Lakeville, Minnesota

Exercise 251

Write a letter of thanks to a person from whom you have received a gift or to the person who did you the favor requested in the letter that you wrote in Exercise 249.

Exercise 252

Write a "bread-and-butter" letter to a host or hostess who has recently entertained you.

195. Letters of Apology

Now and then in our dealings with others we act inconsiderately, speak rudely, or are otherwise thoughtless in what we do or say. Our misconduct later causes us no little embarrassment. On such occasions the best way to show our real character is to write a sincere letter of apology, confessing our mistake and asking the forgiveness of the person or persons to whom we have been unappreciative or discourteous.

Exercise 253

Read the specimen letter of apology given below. Observe the contents and the style. Does the letter seem sincere and natural? Explain the form used in arranging the parts of the letter.

916 Riverway Road
Knoxville, Tennessee
May 13, 1933

My dear Mrs. Hutchins,

Last night I rushed off with a group of girls going my way, and it did not occur to me until I reached home that I had not expressed my appreciation for the good time you provided for us. It was a lot of trouble to entertain Professor Hutchins's class, and we are sincerely grateful to you. You made us feel so much at home that the evening slipped away all too quickly. Your party was the climax of fun for the whole school year. It was certainly very thoughtless of me to run away without telling you all this last night. Will you please forgive me and accept this tardy expression of appreciation?

Sincerely yours,

Julia Johnson

Mrs. Robert C. Hutchins
642 Channing Street
Knoxville, Tennessee

Exercise 254

Write one or more of the following letters of apology:

1. A letter asking a classmate or other friend to forgive some act of discourtesy on your part.

2. A letter to someone whose property you have damaged, offering to pay for the damage and asking forgiveness.

3. A letter asking a relative or a friend to forgive you for writing a rude letter.

4. A letter expressing thorough repentance and asking the principal, the teachers, and the pupils of your school to pardon some act of thoughtlessness on your part.

5. A letter based on a situation of your own choice.

196. Letters of Commendation and Encouragement

Letters commending our relatives and friends for worthy achievements we too often neglect to write; yet, as we know, they bring great pleasure to those who receive them and do much to strengthen friendships. Oftentimes, by a timely letter of encouragement, we may cheer a relative or a friend and arouse in him or her greater ambition.

Exercise 255

Study closely the specimen letter of encouragement given below. Observe how the direct, natural style reveals the personality of the writer and gives force to his argument. How does the letter satisfy the requirements of a good letter?

September 16, 1933

Dear Jack,

Look here, what do you mean by leaving us in this fashion? I supposed your job was for the summer only, but Charlie Benson says you are going to stay on in that chain store. He says that you think you can get ahead faster by dropping out of school now and beginning work, and that you expect to be a store manager in a few years and be "sitting pretty," as he expressed it.

I credited you with more sense than that, Jack. I have no doubt that you could work up to be a manager, but once you were manager of a small store, what then? Do you think you could climb much higher than that with no more education than you now have? You know you couldn't. You'd stick there so long that you'd be miserable. You'd see men of better training managing you, your store, and all the group of stores. And even if you became a supervisor or a district manager, there would be desirable jobs higher up that you could not hold.

You wonder, I suppose, how I came to be such a Solomon and why I am talking to you so straight. Give dad the credit. You see, he left school early — had to. Of course, he has done pretty well for himself and his family. But he has told me a world of things he doesn't talk about to others. I never realized, until he began to talk to me, that so many of his ambitions had been stifled because he lacked the training he could have acquired by continuing in school. He says that the thing that makes a man happy and successful isn't simply making money, for he earns enough of that now. It's the ability to do the job higher up a bit better than most other men can do it and to realize that you haven't yet reached your limit.

You know just as well as I do, Jack, that you are making a big mistake. You have a good head on you, — you always did beat me in grades, — and it's foolish for you to stop this way. It would be different if you *had* to go to work; but when a fellow like you has a chance to finish high school and then go on to college, he's a stupid donkey to spend his time shoving soap and baking powder over the counter. Great guns, boy! There are plenty of fellows who will *have* to quit school who can do your job just as well as you are doing it. So why don't you leave it for them to do and come back to us? You can easily catch up with the class. We'll all gladly help you, too. I'm going to look for you next week.

Sincerely your friend,

Paul

Exercise 256

Read again the letter of congratulation that you rewrote in the Test Exercise (page 355). Then write one or more of the following letters of commendation, congratulation, or encouragement:

1. A letter to a boy or a girl who is earning his or her way through school.
2. A letter to a disabled soldier who, in spite of his handicap, is winning success in his work.
3. A letter to the winner in some school or public contest.
4. A letter to a classmate whose only ambition in his courses is "getting by."
5. A letter to a capable farmer boy who thinks that life and work in the city will bring him greater happiness.
6. A letter to a father who argues that, since he is a successful self-made man, his children should not waste their time attending school.
7. A "cheer-up" letter to a classmate who is temporarily out of school because of illness or accident.
8. A "cheer-up" letter to a sister or brother who is forced to remain out of college one year to earn money for expenses.
9. A "cheer-up" letter to a friend who has experienced some misfortune.
10. A letter based on a situation of your own choice.

197. Letters of Introduction and Recommendation

Sometimes we write a letter introducing one friend of ours to another; or we may write a letter recommending a book, a play, a museum, a trip, a vacation resort, or something else that we think our correspondent will enjoy. In such letters of friendly salesmanship we try to "sell" to our reader the person or the thing that we vouch for. Since they are informal in style and social in purpose, they should not be confused with business letters of introduction and recommendation, which have a commercial objective.

Exercise 257

Examine carefully each of the specimens given below. Observe the contents, the style, and the form of each. Show how each satisfies the requirements of a good letter. Why is the inside address omitted?

A Letter Introducing a Friend

June 27, 1933

Dear Tom,

Joe Harrington, a friend of mine, expects to be in your town for two weeks during July. He is going to visit his uncle, Mr. Dave Harrington, 914 Sheldon Road, and I want you to meet him. Joe is an all-round leader in school. This year he won first place in five events and second in two more at our annual track meet. Boy, you should have seen him do the hurdles! He is captain of the track team for next year. Besides being a leader in athletics, he ranks high in his courses and takes part in many school activities. He was business manager of the *Record* this past year, and won the Chamber of Commerce first prize for the best thrift poster. Best of all, Joe is a good scout. You and he have so much in common that I feel sure each will like the other. I have told him a lot about you. Your character has been sufficiently blackened, never fear. I know that you and your friends will show him a good time.

I wish that I could be with the two of you, but mother and dad are sending me away to camp on the first of the month. They and Helen are so eager for me to go and have talked so much about the good camp will do me that I'm sure they are planning an unusually interesting summer for themselves with me away. But perhaps camp won't be so bad.

Your friend,

Ernest

A Letter Recommending a Book

26 Linden Avenue
Portland, Maine
February 11, 1933

Dear Harriet,

Are you interested in how young girls your age lived in the days of powdered wigs and minuets? Have you ever wanted to read an account of the great Revolutionary War different from that given in history books? Whether you have or have not, I am sure you will enjoy the adventures of Betsy in "A Girl of '76," by Amy E. Blanchard.

When Betsy's father and her boy schoolmate left to join Washington's troops, Betsy realized that she could do her duty by staying at home and taking care of the rest of the family. Later her home was burned, and she was forced to flee to her relatives. In her flight she had several exciting experiences with British soldiers. Many times she was declared to be a fierce little rebel. Betsy soon discovered that there were a number of ways of helping her country. It was with such thought of service that she devoured the pieces of an important British message. As a result of this, she was taken prisoner by the British. Near the end of the war she heard that her schoolmate, now a young man, was missing from the ranks, and she mourned over her loss.

But I must not tell you any more. Read the book for yourself and find out how Betsy was saved from being "three times a bridesmaid, never a bride."

Sincerely your friend,

Muriel Ratchford

Exercise 258

Write a letter introducing one friend of yours to another. In this letter you will be heavily penalized for any errors in spelling and punctuation.

Exercise 259

Write one of the following letters of recommendation:

1. A letter recommending a book that you have recently read.
2. A letter recommending a play that you have enjoyed.
3. A letter advising a schoolmate to take a course that you have found profitable.
4. A letter advocating a certain camp or recreation place.
5. A letter recommending something of your own choice.

198. Fictitious Letters

Most of us enjoy impersonating someone else. The writing of fictitious letters, in which we imagine ourselves some other person or a character in literature, we shall find entertaining and profitable. Before we can write such letters we must have an accurate knowledge of the life and character of the person whom we imagine ourselves to be. We must understand his environment, the conditions under which he lived, and his relation to persons who knew him, especially the one to whom the letter is written. Our success in writing a fictitious letter that is vivid and individual will depend, furthermore, on our ability to put ourselves wholly in the place of the one whom we are trying to impersonate and to write as he or she would write.

Exercise 260. Extra Credit

After carefully studying the following suggestions, write one of the following fictitious letters.

Use *shall* or *will* at least twice in your letter. Be especially careful to use it correctly. Your teacher will mark you severely for any errors in the use of *shall* or *will*.

1. As a girl or a boy living in Jamestown, Virginia, during the years 1607 to 1620, write a letter to a relative in England, giving an account of your life in the colony. What do you and your family think of Captain John Smith?

2. As one of the Pilgrim colonists at Plymouth, Massachusetts, in 1621, write a letter to a relative in England, telling of life during the first winter.

3. As a girl or a boy who accompanied your parents across the plains in a covered wagon, write a letter to a friend or relative in the East, telling some of your experiences.

4. As a boy who knows Daniel Boone, write a letter about him to a boy friend or relative.

5. As Evangeline, write a letter to a relative, telling of the hardships that the Acadians are suffering.

6. As Jessica, in "The Merchant of Venice," write a letter to your father, Shylock, explaining your elopement with Lorenzo.

7. As Jim Hawkins, in "Treasure Island," write a letter to your mother, relating some interesting adventure.

8. Choose some other person in history or some other character in literature, and write a fictitious letter.

199. Formal Notes

Formal notes, which pertain to the etiquette of social life, are strictly conventional in form and style. They are always written in the *third* person. Invitations to social functions, such as dinners, family and club receptions, class and club exercises, as well as wedding invitations and announcements, are generally expressed as formal notes. Our reply, accepting or declining such an invitation, must likewise be written in the *third* person. The month, the day of the week, and the hour of the event for which the invitation is issued should be mentioned, though the year, except in wedding and commencement invitations and announcements, is usually omitted. The date and the hour should always be spelled out. The place and the time of writing are written below the body of the note at the left side. Only the street number is written in figures.

Courtesy demands that we write a formal reply, accepting or declining an invitation, as soon as possible after receiving it.

Exercise 261

Examine closely the form and the contents of each of the specimen formal notes given below.

A Formal Invitation

Mr. and Mrs. Douglas Forbes Lamont
request the pleasure of Mr. Edward Burleson's
company at dinner on Wednesday evening,
October the twenty-fourth, at seven o'clock.

87 Kirkland Road
October the sixteenth

A Formal Reply, Accepting

Mr. Edward Burleson accepts with pleasure
Mr. and Mrs. Douglas Forbes Lamont's invitation to
dinner on Wednesday evening, October the twenty-
fourth, at seven o'clock.

416 Burlington Avenue
October the seventeenth

A Formal Reply, Declining

Mr. Edward Burleson regrets that he cannot
accept Mr. and Mrs. Douglas Forbes Lamont's invita-
tion to dinner on Wednesday evening, October the
twenty-fourth.

416 Burlington Avenue
October the seventeenth.

Exercise 262

Write one of the formal notes of invitation suggested below. Then write a formal note accepting the invitation and another declining it.

1. A note, in the name of your parents, inviting the principal of your school to a reception at your home.

2. A note, in the name of your class, inviting a member of the school board to a dinner that your class is going to give.

3. A note, in the name of one of your relatives, inviting an acquaintance of yours to attend a dance given in honor of one of his or her friends.

CHAPTER XVIII

Business Letters

Test Exercise

Study closely the contents of the business letter given below. Using appropriate stationery, copy the letter. Space it correctly, divide it into sentences, and supply the necessary capital letters and marks of punctuation. Arrange the body of the letter as one paragraph. Fold the letter properly, and place it in an envelope of the right size and kind. Address the envelope, but do not seal it. Try to make your copy of the letter perfect in every detail.

r f d route 4 coreyville wisconsin march 2 1933 american nature association 1214 sixteenth street n w washington d c dear sirs you will find inclosed a post-office money order for $5.50 for which please send nature magazine for two years to my cousin harold w craig 918 livingstone street montreal canada if you can supply the first two issues of this year you may date my cousins subscription to begin with the january issue i am sure that he will be glad to have a complete file of this interesting magazine for the next two years very truly yours robert c haynes

200. What a Business Letter Is

In all correspondence that has a commercial purpose we employ business letters. In such letters we seek to secure for ourselves or for others something that is considered desirable and profitable. As a rule a business letter concerns a transaction that will be advantageous both to us and to our correspondent.

Exercise 263

Study the contents, the form, and the punctuation of the specimen business letter given below. In what details of *form* does it resemble a friendly letter? Do you notice any points of difference? Are the *parts* of each type of letter the same? (See sections 186–188.) How does a business letter differ from a friendly letter in *purpose*?

Franklin High School
318 Ontario Avenue
HIGHLAND FALLS, MICHIGAN

October 13, 1933

School Publications Press Association
712 West Nineteenth Street
Madison, Wisconsin

Dear Sirs:

Last year the Franklin High School began the publication of the Franklin Almanac, a monthly magazine. We were greatly encouraged by our success. From more than forty school newspapers and magazines with which we exchanged publications, we received favorable comments. Best of all, we did not run ourselves into debt. This year, with an enthusiastic staff and the co-operation of more than eight hundred subscribers, we are trying to make it an even better publication.

At a meeting of the staff this afternoon I was authorized to write to you concerning membership in the School Publications Press Association. Under separate cover I am sending you several copies of the Almanac for your examination. When you have looked them over, if you find that we are eligible for membership, please let us know how we may become members of the Association.

Very truly yours,

Marian Thorndike,

Editor in Chief

201. Requirements of a Good Business Letter

In writing a business letter, no matter how brief it may be, we should see that it satisfies the following requirements:

Clearness. A business letter should be so clearly written throughout that it can be fully understood at the first reading.

Completeness. To be effective, a business letter must be complete; that is, it must contain everything that is necessary for our correspondent to know if he is to serve us promptly and accurately.

Courtesy. Good manners are just as important in letter-writing as in conversation. Haste and carelessness in composing a letter show a lack of courtesy. Scores of applications are dropped into the wastebasket as soon as an employer has read such beginnings as the following: "Saw your ad. in the paper yesterday and want to apply for the job." "Yours of 9/19/33 rec'd. and contents noted. In reply to same will say I know all about furnaces."

Conciseness. We should make our letters just as brief as clearness, completeness, and courtesy will permit. Only those details that are necessary to the proper transaction of the business involved should be included.

Correctness. Every business letter should show that we understand good form and the mechanics of writing. We should use complete sentences throughout and group our sentences properly in paragraphs. We should revise each letter carefully to see that it contains no error in grammar, sentence structure, spelling, capitalization, or punctuation. Correctness demands, furthermore, accuracy in all statements.

Consideration. An effective business letter should show proper consideration for the reader. We should at all times

avoid making a request that will embarrass our correspondent in complying with it. We ought to be duly considerate of his time also. In each business letter we should show willingness to compensate our correspondent for any value that we are to receive. If a letter requesting a personal favor demands a reply, we should inclose with our request a stamped envelope bearing our address.

Exercise 264

Does the specimen letter in Exercise 263 satisfy the requirements of a good business letter? Explain your answer in detail.

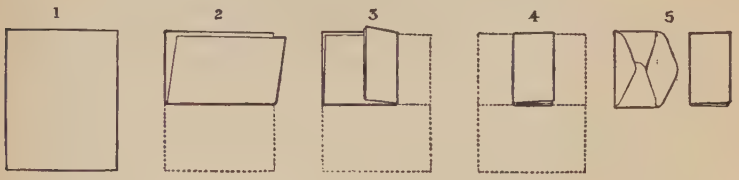
202. Good Form in Business Letters

In most respects the form of business letters is, as we have noticed, identical with that of friendly letters (see section 185). The following details of correct form applying particularly to business letters should, however, be noted:

Writing materials. Use a good quality of white, unruled paper, approximately $8\frac{1}{2}$ by 11 inches. It may be entirely plain, but the stationery of most business men has a printed or engraved letterhead at the top of each sheet. Envelopes should match the paper and be of proper size. You may write a business letter with a pen and ink or with a typewriter.

Manuscript. Unless you use paper bearing a letterhead, begin the heading about two inches below the top of the page. Leave a margin of at least an inch at each side. If the letter is very short, the side margins may be wider. The letter should be symmetrically spaced, like a well-framed picture. If the letter is longer than one page, use a new sheet. Never write on both sides of a sheet.

Folding. A business letter should be folded accurately to fit the appropriate envelope and in such manner as to be in the right position to be read when it is unfolded. Generally you will use a regular commercial-size envelope (about $3\frac{1}{2}$ by $6\frac{1}{2}$ inches), which requires that you fold your letter according to the diagrams given below:



Exercise 265

Examine closely the letter that you copied in the Test Exercise at the beginning of this chapter. Is it correct in all details of good form? If you discover any errors, rewrite the letter in accordance with the requirements explained in section 202.

203. Special Cautions in Writing Business Letters

1. The heading. In a business letter, which is always formal in style, the complete heading should be included. In general, we should avoid the use of abbreviations, though *St.* for *Street* and *Ave.* for *Avenue* are permissible if lack of space demands their use. All figures in the date should be expressed. We should never write, for example, *April 12, '33* for *April 12, 1933*; nor should we write, in "sales-slip" style, *4/12/33* or *4–12–33* for *April 12, 1933*. If the paper used has a letterhead, which gives the writer's address, we need write only the date in the position where the complete heading would otherwise be written (see the specimen letter in Exercise 263).

2. The inside address. We should never omit in any business letter the name of our correspondent and his complete address.

3. The salutation. In a business letter the salutation, or greeting of courtesy, should be followed by a colon. The rule for the use of capital letters in the salutation is the same in business letters as in friendly letters (see section 186, 3). The following are the most common forms of salutation in business letters:

1. *To one man:* Dear Sir, My dear Sir, *or* Sir.
2. *To one woman, either married or single:* Dear Madam *or* My dear Madam.
3. *To a man and a woman:* Dear Sir and Madam *or* My dear Sir and Madam.
4. *To a group or firm composed of men:* Dear Sirs, My dear Sirs, *or* Gentlemen.
5. *To a group or firm composed of women:* Mesdames.
6. *To a friend (in semibusiness form):* Dear Mrs. Denney, My dear Miss Lansing, My dear Doctor Allen, Dear Dean Morse.

4. The letter proper. The letter proper should be *complete, clear, courteous, concise,* and *correct.* It should likewise show due consideration of our correspondent, particularly if we ask a favor of him. If it is brief, it may be written as one paragraph. Most business letters of a page or more will require two or more paragraphs, according to the number of topics included. The paragraph indention should be about one inch and should be the same for each paragraph.

5. The complimentary close. The complimentary close of a business letter includes such phrases of courtesy as the following:

Yours truly,
Yours very truly,
Very truly yours,

Yours respectfully,
Respectfully yours,
Very respectfully yours,

In a semiformal or friendly business letter such phrases of courtesy as the following are sometimes preferable as the complimentary close:

Yours sincerely,	Very sincerely yours,
Sincerely yours,	Cordially yours,

In a business letter, as in a friendly letter, only the first word of the complimentary close should be capitalized, and the phrase of courtesy should always be followed by a comma.

6. The signature. The signature, or the name that the writer signs at the close of the letter, should be legibly written and be sufficiently full to identify the writer accurately. The name of the writer or that of the business firm that he represents is oftentimes typewritten below the signature.

7. The address on the envelope. The address on the envelope should be the same in content and form as the inside address. The return address of the writer should be written, typed, or printed in the upper left corner of the envelope.

Exercise 266

Using business stationery, write correctly the heading, the inside address, the salutation, the complimentary close, and your signature, and address the envelope, for a business letter to each of the following:

1. A local business man.
2. A prospective employer.
3. A mail-order firm.
4. A publishing company.

204. Directions for Revising a Business Letter

After we have written a good first draft of our letter, we should revise it thoroughly by means of the following groups of questions and then make a perfect copy of it:

Questions for Revising a Business Letter

1. *Margins.* Top? Sides?
2. *Heading.* Position? Spacing? Capitalization? Punctuation? Use of abbreviations?
3. *Address.* Title of courtesy? Position? Spacing? Capitalization? Punctuation? Use of abbreviations?
4. *Salutation.* Appropriateness of greeting? Position? Spacing? Capitalization? Punctuation?
5. *Letter proper.* Position? Spacing? Indention of paragraphs?
6. *Six requirements of the letter proper.* Clearness? Completeness? Courtesy? Conciseness? Correctness? (Sentence structure? Grammar? Spelling? Capitalization? Punctuation?) Consideration for the reader?
7. *Complimentary close.* Appropriateness? Position? Spacing? Capitalization? Punctuation?
8. *Signature.* Identification of the writer? Legibility? Position? Spacing?
9. *Appearance of the letter.* Attractiveness? Legibility? Neatness?
10. *Folding.* Is the letter correctly folded? Is it placed in the envelope in the right position to be read when it is removed and unfolded?
11. *Address on the envelope.* Position? Spacing? Accuracy? Completeness? Legibility? Capitalization? Punctuation? Use of abbreviations? Return address? Position of stamp? Neatness?

Exercise 267

Using the questions given in section 204 that are applicable, criticize thoroughly the two letters reproduced below. Then write a correct version of each letter, adding whatever you think is needed and omitting unnecessary details. Place each letter, properly folded, in an envelope of the right size and kind, and address the envelope correctly but do not seal it.

I

Chicago, Ill.
5/21/33

Dear sirs;

Saw your ad. for a boy to work in stock room. Am sure I can do the job for I know all about grocries because I use to work in my Uncle's store on saturdays. I'll have to have fifteen a week for I got to make $175 this Summer. If you can pay me that mutch and want me I can start work next monday week. Let me hear from you soon.

Yours Truly

Dick Healey

II

Prairie View Neb
Oct 20 1933

Thos. Gray & Co
Kansas City

My Dear Sir — We are going to have a halloween party on Oct 31 and Im going to be an Old Witch and tell Fortunes. Please send me a Witches Costume if they arent too expensive, if they are just send me six yards of black Cloth and a yard of yellow and I can make it. The partys going to be at the School House, and some of the Girls are going to sell cakes and candy, and Im going to charge everybody ten cents for telling their Fortunes. We are going to give all the money we make to buy books for our School libary. Dont you think thats a good idea. I know its going to be lots of fun but a good deal of work too getting ready for it. Hoping you can send the dress right away or the goods for if I have to make it will take some time and Im very busy in School,

Yours respectfully,

Lucy Stork

P.S. Oh yes please send me a Pattern to make a Witches Dress by. Also some black paper to make a Witches Hat, and thats all.

TYPES OF BUSINESS LETTERS

205. Letters of Request and Inquiry

In seeking information, in soliciting aid, and in asking other favors, we make use of letters of request and inquiry.

Exercise 268

Read again the specimen letter of inquiry given in Exercise 263. Then write one of the following letters of request or inquiry. Revise your letter according to the directions in section 204. Submit your letter, as well as all other letters that you will write in the assignments of this chapter, in an envelope of the right kind and size. Address the envelope, but do not seal it.

Use at least two complex sentences in your letter. Your teacher will mark you severely for any errors in the use of complex sentences.

1. Ask a pupil in another school to tell you how the bank in his school is conducted.
2. Ask the secretary of the chamber of commerce if his organization will offer a prize to your class for the best business letter written in a contest.
3. Ask a film agency on what terms your school can rent educational films for use at the weekly assembly period.
4. Solicit subscriptions for your school magazine or newspaper. Try to show why every pupil should be a subscriber.
5. Encourage pupils to become depositors in the school bank. Point out the advantages to the depositors and to the school.
6. Request the school board to provide a lunch room or a cafeteria in your school building.

206. Informational Letters

In replying to a letter of request and inquiry, we write what may be called an informational letter. Informational letters are sometimes used by organizations to acquaint their members with facts and events that are of interest.

Exercise 269

Examine closely the contents and the form of each of the specimen informational letters given below. Notice the arrangement of the parts of each letter. Why are the heading and the inside address included in both specimens? Observe the punctuation and spacing.

A Reply to a Letter of Inquiry

1614 Parkman Street,
Granite Rapids, Iowa,
August 21, 1933.

Mrs. Horace J. Gardner,
86 Brookfield Road,
Clarendon, Minnesota.

My dear Mrs. Gardner:

In your letter of August 17 you state that you and your family will move to Granite Rapids about the last of this month. When you have become settled, I shall be glad to see you here at the office of the Classification Committee on any afternoon between two and four o'clock to talk over the classification of your son and daughter in our high school. If you will bring with you their report cards for the past year and a statement from the principal of the Clarendon High School as to their standing, these will help me in making my decision. Since our schools will open on Monday, September 11, we desire to make all classifications before that date if possible.

It pleases us to learn from your letter that the reputation of our schools has led you and your family to select Granite Rapids as your future home. We hope that you may find the schools and life in our community pleasant and satisfactory in every way.

Very truly yours,

Willard T. Cushman

Chairman of Classification Committee

An Informational Letter

Room D
Franklin High School
April 3, 1933

Miss Bernice Lanigan
Director for Room 7
Franklin High School

Dear Miss Lanigan:

As bank director for Room 7 you will please read to the students of your room the following report of the officers and directors of the Franklin High School Bank for the school month ending March 31, 1933:

Total deposits for March . .	$2776.85
Total deposits for February	2582.75
Gain in deposits for March .	$194.10
Number of depositors for March.	925
Number of depositors for February	872
Gain in number of depositors for March.	53
Percentage of depositors for entire school.	74

Room 23 ranks first for the largest deposit during March.
Room 31 ranks first for the greatest percentage of depositors for March.
The complete ranking list will be posted on the bulletin board tomorrow.

Fellow students, we have already passed both of the highest totals for last year, and we have still two more months in which to make deposits. Let's have a thousand depositors before the end of school and at least $3000 in deposits for May. We can do it if we try.

Very truly yours,

Herbert Lovejoy, President

Lois Knapp, Treasurer

Exercise 270

Impersonating the receiver of the letter of inquiry that you wrote in Exercise 268, write an informational letter that will answer satisfactorily the question or questions that you asked. If you prefer, you may write an informational letter on one of the assignments given below. Revise your letter according to the directions in section 204.

1. Explain the work of some school club or other organization to which you belong.
2. Tell a pupil in another school how the cafeteria in your school is conducted.
3. Inform a pupil in another school of the method of organizing and conducting a school bank.
4. A letter giving a report of a campaign for subscribers to your school paper.
5. A letter reporting the success of a campaign for new members for an organization to which you belong.
6. A letter stimulating pupils in your school to give better support to basket ball, track, or some other type of athletics.

207. Letters of Application

By means of a letter of application we introduce ourselves to a prospective employer and enter upon negotiations for a position. In competition with several other applicants we try to "sell" him our services. Our letter should tell the whole story concerning our fitness for the position sought. It should set forth accurately, truthfully, and completely all the necessary information about ourselves, and by its clear, direct, and courteous expression it should make the right impression on the person who reads it; otherwise our application will receive no further attention.

There can be no absolutely fixed rules for writing a letter of application, but there are a number of points that we shall do well to note carefully.

1. Fitness. First of all, if you realize that you are not qualified to render satisfactory service, do not waste your time and that of others by applying.

2. Honesty. Never misrepresent your age, your health, your training, your experience, or any other detail. To do so injures your character and your reputation.

3. Contents of the letter. To be complete, a letter of application should include the following items, which are usually arranged in three or four paragraphs:

Paragraph 1. Introduction.
Reference to the way in which you have heard of the position. Mention of the fact that you wish to be considered an applicant.
Paragraph 2. Qualifications.
Your age. The extent of your education. Special training received in school or during an apprenticeship. Practical working experience. Other special qualifications, if any. Reason for seeking a change of work or of employer.
Paragraph 3. Recommendations.
A list of recommendations inclosed or the names and addresses of three persons who can vouch for your character and ability.
Paragraph 4. Conclusion.
Your willingness to see your prospective employer in person if an interview is desirable.

In stating your qualifications, in Paragraph 2, show proper confidence in your ability, but be careful to avoid boasting.

4. Correctness. Do everything you can by an honest statement of your qualifications and by a letter that is excellent in composition to convince your prospective employer that you are the best person he can find for the position.

5. Recommendations and references. If in his advertisement an employer asks that testimonials be submitted with the letter of application, you should submit them. Many

The Caddies Talk Them Over

business men prefer, however, to have the writer of a recommendation send his letter directly to them, believing that by this means they will come nearer learning the whole truth about an applicant. For this reason it is generally better to give the names and the addresses of three persons who can and will vouch for you. In addition to the names and addresses of your references, you may, if you wish, inclose one good letter of indorsement to give the reader a more definite idea of your qualifications.

Exercise 271

Read again the letter, in Exercise 248, that John Denham wrote to Mr. Gordon Conway, asking his assistance in getting a position.

Now examine closely John's letter of application. Observe the contents of each paragraph. Show in detail how the letter is in accord with the directions given in section 207. Point out also how it satisfies the requirements of a good business letter explained in section 201.

2312 Harrison Avenue
Indianapolis, Indiana
September 4, 1933

Whipple, Snow and Company
524 Seventeenth Street
Indianapolis, Indiana

My dear Sirs:

Mr. G. H. Wetmore of your office told me recently that you have a place for another assistant in your blue-print department. If you have not yet employed anyone, I should like to be considered an applicant for the position.

Last June I was graduated at the age of eighteen from the Technical High School, where I specialized for three years in architectural drawing. In the Technical Schools Exhibit at Chicago, three of my drawings were submitted by Mr. Klein, and one of them was awarded second prize in Class B. Since June 15 I have been working in the office of the Haynes Construction Company, and have been gaining some valuable experience. Though Mr. Haynes hired me for only three months, I believe that he would keep me if I wanted to stay. I am hoping, however, to secure a position that will give me more training in drafting than I am now getting. My health is excellent.

As to my character and fitness for the position, I am permitted to refer you to the following men: Mr. R. L. Klein, head of the

Department of Architectural Drawing, Technical High School; Mr. Arthur C. Haynes, of the Haynes Construction Company, 197 Raymond Street; and Mr. Gordon Conway, 64 Commerce Street, Kansas City, Missouri.

If you wish to see me, I shall be glad to call at your office. During working hours you can reach me by telephone at Mr. Haynes's office, and in the evening by calling Bryant 1723.

Very truly yours,

John Denham

Exercise 272

Read again Dick Healey's letter in Exercise 267. Give as many reasons as you can why it is not an effective letter of application.

Exercise 273

Clip from the "Help Wanted" column of a local newspaper an advertisement of a position that you think you might be able to get, and write a letter applying for it. Revise your letter according to the directions in section 204. Attach the advertisement to your letter with a paper-clip.

Exercise 274

Apply for one of the following positions. Plan and compose your letter carefully. Revise it according to the directions in section 204. In this letter you will be heavily penalized for any violations of good form.

1. Assistant to a camp cook.
2. Caddy at a country club.
3. Tourist guide.
4. Clerk in a toy shop.
5. Usher at a theater.
6. Page in a library.
7. Assistant in a dairy.
8. Photographer's assistant.
9. Bundle-wrapper in a store.
10. Waitress in a tea room.

Exercise 275

When you have been notified that you have been chosen for a position, business courtesy demands that you inform your employer of your acceptance promptly. If, owing to some unforeseen happening, it is necessary for you to decline, you should do so courteously, stating, as a rule, the reason for your action.

Supposing that you have received notice that you have obtained the position for which you applied in Exercise 273 or Exercise 274, write a letter accepting or declining it.

208. Letters of Introduction and Recommendation

A letter of introduction, written in behalf of a person with whom we are well acquainted, makes him known to someone else whom we know. In applying personally to a stranger for a position or a business favor, we shall find a good letter of introduction helpful. Besides introducing the bearer, the writer of the letter often includes a brief recommendation of him.

A letter of recommendation, which concerns the qualifications of an applicant for a position, is written at the request of the applicant or a prospective employer. During our early years we shall hardly be called on for letters indorsing people. We may, however, get a much better idea of our own fitness for a position if, impersonating someone who is capable of recommending us, we write the kind of letter of recommendation that we think he would be justified in writing in our behalf.

Exercise 276

Examine closely the contents and the form of the specimen letter of introduction and recommendation given on the opposite page.

921 Cherokee Street
Denver, Colorado
June 9, 1933

Mr. Walter C. Morrison
Camp Navajo
Boulder, Colorado

Dear Mr. Morrison:

This will introduce to you the bearer, Charles Clancy, who would like to earn his expenses as a member of your camp. You may recall that I mentioned him to you last week when you said you should need a boy as assistant cook.

For the past two years Charles has been a member of my cooking class for boys and has done excellent work. Last summer he was general helper in the camp of one of my friends, who would employ him again this year if she were not going to South America. I know that Charles is well qualified to render you good service. He is strong and willing, and is eager for a vacation out of doors. If you employ him, I feel sure that you will find him satisfactory.

Sincerely yours,

Frances G. Hoffman

Exercise 277

Write one of the letters of introduction indicated below. Revise it according to the directions in section 204.

1. Introduce a classmate to an acquaintance of yours with whom he or she might secure a vacation position.
2. Your family is moving to another community. Introduce a former cook, laundress, or other domestic helper to some other family.
3. The janitor of your school wants lighter work. Introduce him to one of your acquaintances who might employ him.
4. Introduce your dog or some other pet to a farmer who will board him and care for him during the winter months.
5. A letter of introduction of your own choice.

Exercise 278

Impersonating a man or a woman whom you gave as a reference in your letter of application written in Exercise 273 or 274, write a letter recommending yourself as an applicant for the position. Revise it according to the directions in section 204.

209. Buying Letters

A buying letter, in which we order some commodity, should be brief, but it should be clear and complete. If an order is to be filled promptly and accurately, we must see that our buying letter is in accord with the directions given below:

1. Take particular pains to write legibly throughout. Be sure to give your complete address and the complete address of the person or firm to whom you send your order.
2. Specify accurately and fully the goods ordered. If the seller has identified the article by a catalogue number, be sure to give that number. Oftentimes you will need to mention such details as size, dimensions, amount, weight, price, color, style, quality, finish, brand, or make. In writing an order give a separate line or paragraph to each item.
3. Give clear and full directions for the shipment of the goods. State whether you wish them sent by mail, express, or freight, unless you want to leave this matter for the shipper to decide. If they are to be sent by express or freight, give the proper address, if it differs from your mail address.
4. Indicate how payment is made or will be made. If the payment is inclosed with the order, state the form (post-office or express money order, check, etc.) and the amount of the remittance. If the payment is to be made later, mention the method, as C.O.D., upon receipt of bill, within thirty days, etc. Unless the method

of payment is satisfactory to the seller, the goods will not be sent.

5. When you subscribe for a magazine or a newspaper, state the form and the amount of the remittance, and give the name and the complete address of the person to whom the publication is to be sent. If you ask a publisher to change an address, be sure to give the present address as well as the new one.

Exercise 279

Examine closely the contents and the form of the specimen buying letter given below. Point out in detail how the letter conforms to the directions set forth in section 209.

87 Milam Street
Ardmore, Oklahoma
April 12, 1933

Spencer, Pratt and Company
1219 Commercial Street
Dallas, Texas

Dear Sirs:

You will find inclosed a post-office money order for $10.75, for which please send me by express the following:

1 Playground Ball, No. 218	$3.00
1 Set of Rope Quoits with Stands, No. 8B	3.50
1 Pair of Athletic Shoes, No. DH, Size 7	2.25
1 Pair of Roller Skates, No. 7 . .	2.00
	$10.75

Very truly yours,

John H. Collier

Exercise 280

Examine again Lucy Stork's letter in Exercise 267. Give as many reasons as you can why it is not a good buying letter.

Exercise 281

Write a buying letter ordering one of the lots of goods indicated below. See that it is clear and complete.

1. Athletic supplies for yourself or your team.
2. Furnishings for your room or a summer camp.
3. Materials for making a garment.
4. Books for members of your family.
5. Provisions for a camping trip.
6. Toys for younger children.
7. Pictures for your schoolroom.
8. Materials for making a lamp shade.
9. Seeds for a vegetable or flower garden.
10. Gardening tools.
11. Parts for your bicycle.
12. Photographic supplies.
13. Phonograph records.
14. Articles of your own choice.

Exercise 282

A. Read again the buying letter that you copied in the Test Exercise at the beginning of this chapter. Then write a letter in which you subscribe for a magazine for yourself or for some friend or relative. Be sure that it is clear and complete.

B. Write a letter renewing your subscription to a magazine and asking that it be sent to a new address. Be sure that your letter is clear and complete.

210. Letters Requesting Adjustments

Some of us may have occasion now and then to write a letter in which we present a business claim. Before we ask for an adjustment, we should try to determine whether or not we have a just cause for complaint. If we honestly believe that we are entitled to compensation for a loss,

injury, or inconvenience, we should present our claim truthfully and courteously, stating accurately the details.

Exercise 283

Examine closely the contents and the form of the following specimen letter requesting an adjustment. Observe that it is clear, complete, and courteous.

809 Jefferson Street,
Raleigh, North Carolina,
February 21, 1933.

Simpson and Warner,
89 West Seventh Avenue,
Baltimore, Maryland.

Dear Sirs:

The set of china that I ordered from you on February 7 came today. When the expressman delivered it, he called my attention to the damaged condition of the box, and we opened it at once. Upon unpacking the set we found nine pieces broken. Inclosed you will find the expressman's inventory of the damage. I am inclined to agree with him that the packing box was too light to protect the contents.

You may imagine my surprise at having the goods shipped to me, for you will find, if you consult my order, that I asked you to send the set to my mother, Mrs. Francis B. Moulton, 112 Magnolia Street, Richmond, Virginia. Will you please have another set sent to my mother at once?

I am returning the damaged goods at your expense.

Very truly yours,

(Miss) Cornelia Moulton

Exercise 284

Write one of the letters of complaint indicated below. Revise it according to the directions in section 204.

1. A publisher has sent you the wrong book. Ask him to correct the mistake.

2. The goods that you ordered in your letter written in Exercise 281 were received in a damaged condition. State the nature and the extent of the damage and request an adjustment.

3. A letter of complaint of your own choice.

Exercise 285

On November 1, 1933, Lucy Stork wrote a letter of complaint to Thomas Gray and Company, 1824 Meridian Street, Kansas City, Missouri, because she had failed to receive the goods that she thought she had ordered on October 20 (Exercise 267). Did she have just grounds for her complaint? Explain your answer by referring to her letter.

211. Selling Letters

Selling letters, which are a form of direct advertising, constitute a large and important portion of business correspondence. Before we can write a good selling letter, we must understand the product that we are selling, and try to discover an effective means of presenting it.

If a selling letter is to accomplish its purpose of making a sale, we should compose it from the point of view of our prospective buyer. It should be truthful and accurate in all statements. It should be concise and to the point, and be so clear that the reader will readily understand it.

Though selling letters will vary in contents and must be specially adapted to the person solicited, there are a few requirements that every good selling letter must satisfy.

1. Get the attention by a striking appeal in the first sentence.
2. Show an intelligent understanding of the reader's needs and give him clearly and briefly all necessary information.
3. Induce him, by emphasizing the strong points of what is offered, to want the commodity or service.
4. Lead him to want so much what you offer for sale that he will buy it.

Exercise 286

Study the contents and the form of the specimen selling letter given below. Is it a good selling letter?

Lincoln High School
Portland, Oregon
September 28, 1933

Wadsworth Pen Company
2312 Huron Avenue
Chicago, Illinois

Dear Sirs:

We, the staff of the Lincoln High School Record, recall with pleasure the three advertisements that you ran in our newspaper last spring. Many of our pupils bought the desk set that you advertised and have found it most satisfactory.

We believe that advertising in the Record this year will help you make many new friends among our twelve hundred student readers. We are inclosing our rate card and a copy of our advertising contract for the school year. May we hear from you soon?

Very truly yours,

Robert C. Hastings,

Business Manager

Exercise 287

Write a selling letter to a friend or an acquaintance, offering one of the following commodities. Try to make your letter satisfy the four requirements mentioned in section 211. Revise it according to the directions in section 204.

1. A trained dog.
2. A parrot or other pet.
3. A calf, colt, or pig.
4. A pen of fine poultry.
5. Homemade candies.
6. Silhouette animals.
7. Braided or hooked rugs.
8. Homemade rugs or carpets.
9. A radio or phonograph.
10. Pillow covers or tie racks.
11. Book ends or a desk set.
12. Lamp shades or baskets.

Exercise 288

Write a letter in which you try to find a buyer for your service in one of the following positions. Make your letter of application (see section 207) a good selling letter. Revise it according to the directions in section 204.

1. Office boy or girl.
2. Clerk in a pet shop.
3. Operator of an elevator.
4. Page in a hotel or library.
5. Playground assistant.
6. Delivery boy or newsboy.
7. Nurse for young children.
8. Summer caretaker.
9. Timekeeper.
10. A job of your own choice.

Exercise 289. Extra Credit

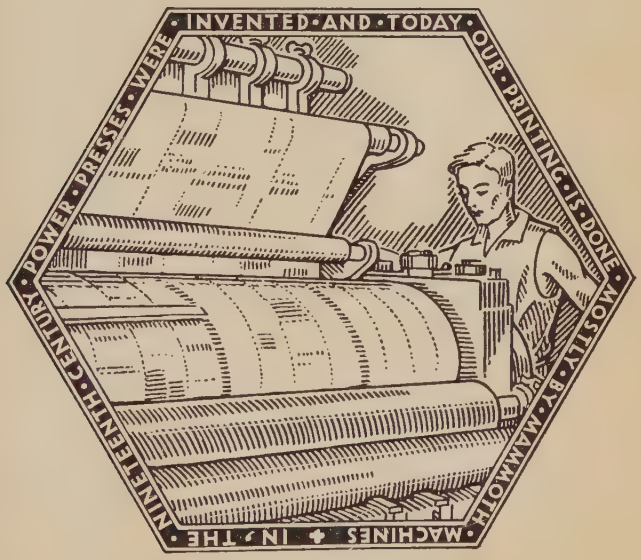
Acting as secretary of your class in English, write a general selling letter to be sent to the business men and women of your community, offering the service of your class in the writing of business letters. The reader will consider your letter a specimen of what you and your classmates are capable of doing as letter-writers.

Exercise 290

Your class will hold a contest to determine who can write the best business letter. The principal of your school, your teacher, the athletic coach, or the secretary of the chamber of commerce of your town will give you a subject for the contest. Each pupil may write one letter. Sign a fictitious name to your letter, and in a small envelope bearing the fictitious name on the outside inclose a slip of paper on which is written your real name. Seal the envelope and fasten it with a paper-clip to your letter. After a committee has selected the three letters that seem best, each letter will be read to the class, and a vote will be taken in writing to determine first, second, and third place in the contest. Do your best to write a winning letter.

PART SIX

Composition for Immediate Use



THINKING, IMAGINATION, AND EFFECTIVE EXPRESSION

THE first essential of effective expression is to have something to say. Finding something to say demands that you think clearly in drawing upon your experience, observation, and general information. You must think clearly, too, in selecting your material and in putting it together properly in a good oral or written theme. You must think clearly, likewise, in choosing exact and expressive words and in devising sentences and paragraphs that will accurately convey your meaning.

In all effective expression you must consider carefully your audience or readers. By using your imagination you should try to put yourself in their place, to get their point of view; for what you say must be adapted to their interests and their ability to understand your subject. Unless your subject demands that you stick closely to facts, use your imagination to expand and enrich it and thus increase its appeal to others. In narrative and descriptive themes employ vivid picture-making words that will stimulate the imagination.

Part Six will make you familiar with the principal types of speaking and writing. It will guide you in building longer compositions and will help you greatly in doing original work. Many of the selections included in the four chapters that follow were written by high-school pupils and published in their school papers. If you will do your best, you may become a contributor to your own school paper.

CHAPTER XIX

Effective Speaking and Writing

I. CONVERSATION

212. Our Habitual Use of Conversation

Every day we converse with various persons on a great variety of topics. At breakfast we discuss with members of our family our plans and theirs for the day. Sometimes we take part in a lively conversation as to where our books may be found. At other times we engage in an argument as to what we shall wear. As we walk to school, we talk with our friends about an assignment, perhaps, or about what we did the previous evening or what we are going to do in the near future. In some of our classes the recitation is conducted by means of conversation. During recess and lunch periods we exchange with our schoolmates items of friendly gossip. At home again with our family in the evening, we converse about anything and everything that has interested us and them during the day, and we may talk with certain friends over the telephone.

All of us rely on conversation as our principal means of communication. We employ it freely in asking and in answering questions, in getting and in giving information. We make use of it when we try to lead others to think as we think and when we attempt to persuade them to do something that we desire done. But, most of all, we engage in conversation for the social pleasure and entertainment that we derive from talking together.

213. The Importance of Conversing Well

We instinctively form our estimate of a person by noting his appearance, his manners, and his speech. In the same way other people form their opinion of us. To a very great extent we reveal ourselves by our conversation. What we say and the way in which we say it are a reliable index to our personality, our education, and, to a considerable degree, our character. The boy or the girl who speaks carelessly and incorrectly in making a personal application for a position is seriously handicapped. Likewise, in social groups, the person who is not a good talker is unable to hold his own with those who have learned to contribute their share to an interesting conversation. In both our business life and our social life, therefore, ability to converse well is highly important.

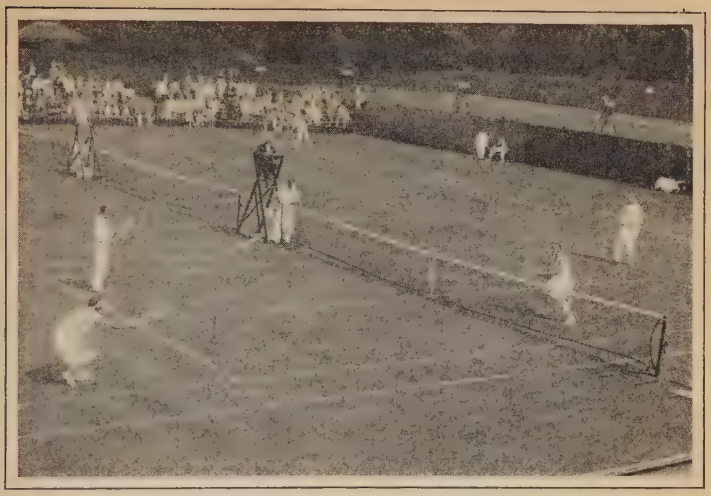
Exercise 291

Come to class prepared to lead or to take part in a conversational discussion of the following topics:

1. How do a person's associates influence his vocabulary and the quality of his conversation? (What is the difference between being a member of a *group* and a member of a *bunch* or a *gang*?)
2. What are some reasons why conversation is the best means of gaining a ready command of good English?
3. Why do persons who talk entertainingly and well use little, if any, slang?
4. Should a boy or a girl refrain from using good English in conversation for fear of being criticized and called a "highbrow"?

Exercise 292

Suppose that you overhear such fragments of conversation as those that follow. What estimate would you form as to the personality, education, and general character of



How Does Conversation Resemble a Game of Tennis?

each speaker? Should you be inclined to select him or her as an associate? Explain your answer in each instance.

1. "Mrs. Curtis, I want to thank you for a most enjoyable evening. How did you ever think of such original games? And the refreshments were delightful. Good night."

2. "Oh, Mrs. Curtis, this has been a perfectly gorgeous party. You are such a marvelous hostess. The refreshments were perfectly divine. I simply can't tell you what a perfectly wonderful time I have had. Good night, Mrs. Curtis."

3. "Well, this sure was a swell party, and I sure had an awful good time. The eats were swell. Thanks awfully. Well, so long."

4. Overheard at the theater: "My dear, Geraldine's English simply slays me. It's just like she hadn't never been to college."

5. Overheard in a street car: "And so I says, 'O.K. That's all right by me.' And so we just set at home and didn't go nowheres. But, O boy, was I mad!"

6. Overheard on the way to school: "When he seen a cop coming, he beat it. Then the cop come running up to me and ask me if I knew who done it. And I says, 'No, I ain't never seen the guy before.'"

214. How to Become a Better Conversationalist

Though we have employed conversation freely for a number of years, most of us can improve our ability as conversationalists. Conversation is not merely talk; it is, rather, entertaining talk that is appropriate to the occasion and shows due consideration for the interests and feelings of those taking part in it. It is not a monologue, nor does it consist simply of questions and answers. It should be correct in expression, and at the same time be easy, informal, and spontaneous, flowing naturally from one topic to another.

In our attempt to become better conversationalists we shall find the following suggestions helpful:

1. Do not allow yourself to do all the talking and thus stifle conversation.
2. Be a good listener. Encourage those who are not taking part to contribute their share. Try to discover their particular interests by asking leading questions and in this way draw them into the conversation.
3. Introduce "talkable" subjects, not those that are exhausted by a mere question and an answer.
4. Avoid topics that might cause embarrassment or discomfort to some member of the group.
5. Do not take part in malicious gossip or allow yourself to say anything that would wound the feelings of any member of the group.
6. Always speak distinctly, in a pleasant, agreeable tone of voice.
7. Use your best English at all times. If you use slang, employ it sparingly. Never allow yourself to become dependent upon it.
8. Make it a practice to associate with persons who talk interestingly and well.
9. Increase your range of "talkable" subjects by reading widely and by conversing with well-informed persons. Familiarity with current events, sports, science, re-

cent discoveries and inventions, interesting processes in manufacturing, politics, authors, books, plays, artists, paintings, music, and scores of other subjects will make it easier for you to contribute your share in various conversations.

10. If you are in the habit of using certain "pet" words and expressions, such as *fine, nice, grand, gorgeous, absolutely, and then, and so, of course, you know, you see,* and *see,* try to avoid using them so frequently; for they tend to make your conversation commonplace.
11. Courteously refrain from interrupting the person who is speaking.
12. Do not remain silent and aloof, as a mere listener. Try to contribute something to the conversation that will be entertaining to the entire group.

Exercise 293

Whom do you consider the best conversationalist among your acquaintances? Referring to him or her, not by name but as "A," mention the qualities that make a conversation with him or her enjoyable and profitable.

Exercise 294

Your class will be divided into groups of three to five pupils each. To each group will be assigned one of the topics given below, which the members will discuss in a conversation held before the rest of the class. One member of each group may be designated to begin the conversation; but after it is once begun, each member should enter into it freely and contribute his share, not waiting to be questioned by the leader. As each conversation is completed, pupils in other groups may comment on the success of the group and offer suggestions for improvement.

1. Vacation or holiday experiences.
2. A recent event in the school or the community.

3. The probable outcome of the next game.
4. Plans for getting more subscribers for the school paper.
5. Plans for a school play or picnic or a class party.
6. A recent play that all members of the group have attended.
7. A novel, a book of poems, or a play that all members of the group have read.
8. The conduct of pupils in the lunch room or the study hall.
9. Suggestions for a program to be given by the class at a school assembly.
10. A subject chosen by a group and approved by the teacher.

Exercise 295

Suppose that you are applying for one of the positions mentioned below. With a classmate, who will impersonate the prospective employer, carry on an appropriate conversation dealing with the requirements of the position and the fitness of the applicant.

1. Waiter in a restaurant.
2. Camp-cook's assistant.
3. Cashier in a food shop.
4. Office boy to a lawyer.
5. Mother's assistant.
6. Agent for some device.
7. Timekeeper to a contractor.
8. Furnace-tender or yard boy.
9. Stenographer to a doctor.
10. Clerk in a florist's shop.

Exercise 296

A. Discuss in class the proper way of introducing (1) two men or two women whose ages are widely different; (2) a boy and a girl or a man and a woman of about the same age; (3) two people of different social or official rank.

B. Which of the following forms of introduction are preferable, which are permissible, and which should not be used?

1. "Mother, may I introduce my classmate, Madge Evans?"
2. "Mr. Clark, I wish to present Mrs. Joyce. Mr. Clark, Mrs. Joyce."

3. "Tom, I want you to meet my team-mate, Dick Howard."
4. "Dr. Stone, meet my friend, Mr. Winston."
5. "Grandmother, please allow me to present my English teacher, Miss Hastings."
6. "George, this is my uncle, and this is my aunt."

C. Using two of your classmates to impersonate the following pairs of people, introduce the two persons in each pair according to the proper social form:

1. One of your teachers and a new pupil.
2. Your mother and a girl chum.
3. Your father and one of your teachers.
4. A girl classmate and one of your boy cousins.
5. Your sister and the football coach.
6. Your aunt and a boy classmate.
7. Your grandfather and a girl classmate.

Exercise 297

Hold a reception of "notables," at which the host, the hostess, and each guest will be impersonated by members of the class. The host and the hostess, as leaders, will introduce all guests who are not acquainted with one another. Decide on appropriate topics of conversation for persons who have been newly introduced and for other small groups. It will doubtless be advisable to conduct one or two rehearsals before the reception is given in class.

Exercise 298

Discuss in a group conversation each of the topics given below:

1. The correct procedure in making a telephone call and in carrying on a conversation over the telephone.
2. The importance of courtesy in telephone conversations.
3. How subscribers can aid in improving telephone service.

Exercise 299[1]

With a classmate hold one or more of the following conversations over the telephone. Begin by calling the operator. Make your conversation courteous and natural. (A third member of the class will impersonate the operator.)

1. Invite a classmate to visit you over the week-end.

2. A friend who has just arrived in town talks with your mother, father, sister, or brother.

3. Two girls are talking on Sunday night.

4. A girl and a boy are talking on the day following a game or a school entertainment.

5. You have been out of school because of illness. Ask a classmate to give you the lesson assignments.

6. You ask the expressman to call at your home for a package.

7. Your sister reports a mistake in filling some order.

8. Your house is afire. Call the fire department.

9. You have just noticed a man climb in at the window of the house next door. Call the police department.

10. A motor accident has just occurred. Call the police department or a hospital and ask that an ambulance be sent.

Exercise 300

Your class will be divided into groups of five pupils each. Each group will take one of the topics suggested below and prepare to discuss it by means of conversation at the next meeting of the class:

1. A subject of present interest to your entire school.

2. A subject of great present interest to your community.

3. An important current event that is of great interest to the citizens of your town, city, or state.

4. A current event of national importance.

5. A recent discovery or invention of great importance.

[1] This exercise can be made more natural and effective if actual telephone instruments are used. The local telephone company may be willing to lend the school two discarded instruments.

II. ORAL AND WRITTEN THEMES

215. The Need of Previous Preparation

An oral theme, unlike a conversation, is a talk given by one speaker. It deals with a single definite subject, which is stated at the beginning. Though we may sometimes be able to make an impromptu talk on a subject that is thoroughly familiar to us, we shall find that most subjects require a certain amount of previous preparation if we are to succeed in giving a satisfactory oral theme.

In our written themes, even more than in our oral themes, previous preparation is required. As we proceed in the study of composition we shall see that most of the steps necessary in preparing a theme are the same whether we deal with our subject in a talk or write what we have to say about it.

216. Steps in Preparing a Theme

Whether we are preparing an oral or a written theme, there are four important steps by which we should always proceed:

1. We should select a good subject.
2. We should gather all the material that is needed to develop it.
3. We should arrange our material properly by means of an outline.
4. We should develop the outline satisfactorily into a theme.

Let us consider in the following sections and exercises each of these steps.

217. Selecting a Good Subject

A good subject is one that we fully understand. It should be thoroughly familiar to us from personal experience, observation, thinking, or reading. It should be one that interests us greatly and that will interest others if we present it effectively in an oral or a written theme.

Most subjects, when they first occur to us, are too broad and general. They need to be *limited* before we can deal with them satisfactorily. In considering any subject, therefore, we should ask ourselves this question: Is it properly limited to fit my information, my ability, and the time or space allowed me? Suppose that we are thinking of "School Games" as a subject. We can see at once that it is too large. But if we limit the subject to "How to Play Scrimmage Ball," we have so reduced it in scope that we can probably discuss it clearly and entertainingly in a short talk or in a brief written theme. We indicate the limitation of a subject by the wording of the title.

Exercise 301

Which of the subjects given below would you select for a short talk or a brief written theme? Indicate your first, second, and third choice of subjects, and explain why your first choice is best for *you*.

1. My Narrowest Escape.
2. Sunday Morning in My Home.
3. An Experiment in General Science.
4. How to Get More Pupils to Write for the School Paper.
5. Why Our Team Should Win the Next Game.
6. When We Ran Out of Gasoline.
7. My Chum's Unusual Birthday Party.
8. How a Cream-Separator Works.
9. My First Experience as a Patient in a Hospital.
10. The Ordeal of Getting a License to Operate an Automobile.

Exercise 302

Criticize the following subjects. Why are those in the column on the right better than those in the column on the left? Which subject would you choose for a short oral or written theme? Why?

1. Thrift.
2. Nature.
3. Travel.
4. Education.
5. Forgetfulness.
6. Our School Bank.
7. How Plants Feed.
8. When I Was Seasick.
9. Why I Prefer General Science.
10. When I Forgot to Change My Shoes.

Exercise 303

Select five of the general subjects given below, and from each derive two or more limited subjects that could be properly dealt with in a talk lasting from three to five minutes:

MODEL

General Subject	Limited Subjects
School Dramatics	My First Experience as an Actor When My Costume Caught Fire My Opinion of the Senior-Class Play

1. Inventions.
2. Outdoor Sports.
3. Newspapers.
4. Farm Life.
5. Automobile Accidents.
6. Transportation.
7. Famous Explorers.
8. Benjamin Franklin.
9. Talking Pictures.
10. Contagious Diseases.
11. Court Trials.
12. Traffic Rules.
13. Shoe Factories.
14. Manual Training.

Exercise 304

Write in the form of titles three subjects derived from each of the following:

1. Your personal experience.
2. Your personal observation.
3. Your outside reading.
4. Life in your community.
5. Your school subjects other than English.

Is each of your subjects so limited that you could treat it in a brief talk or in a written theme? Which subject do you consider the best one for *you*? Why?

218. Gathering the Necessary Material

Having chosen a properly limited subject, we need next to gather material with which to develop it. If our subject is one that is familiar to us, our own information, gained from experience, from observation, from talks with other persons, or from general reading, will usually be sufficient. If we require additional material, we may get it from books of reference, magazines, or newspapers, or by talking with a person who is an authority on our subject, or by visiting some such storehouse of information as a museum.

In the actual process of collecting material we shall find it convenient, after thinking out the first rough plan for our theme, to jot down on a sheet of paper the various topics that seem to us necessary, in whatever order they occur to us. For our theme on "How to Play Scrimmage Ball" we might write the following topics:

1. General character of the game.
2. Object of the game.
3. Make-up of each team.
4. Played outdoors or indoors.
5. The field, or court.
6. Necessary equipment.
7. Resemblance to football and basket ball.
8. Number of players.
9. Means of choosing players.
10. Shape of court.
11. Size of court.
12. Scoring.
13. Fouls.
14. Penalty for fouls.
15. Beginning the game.
16. Positions of the players.
17. Captains.
18. Forwards and guards.
19. No mixed teams.
20. Putting the ball into play.
21. Duration of the game.
22. Putting the ball back into play.
23. Number of players in each team.

Exercise 305

Select the best *limited* subject that you can find in Exercises 301, 302, 303, 304, and list, in the manner just illustrated, all the topics required to develop it properly in a short talk.

Exercise 306

In preparing a talk or a written theme you will sometimes find it necessary to supplement your information about your subject through reading. In your school or public library there are books and magazines that will help you to gather the necessary additional material. In order to find this material readily, you should understand the system used by the library in listing books and magazines.

A. As a means of testing your ability to use the card catalogue of your school or public library, find the cards that will enable you to answer five of the questions given below. For each card that you consult list (1) the subject, (2) the title, (3) the name of the author or editor, and (4) the library number. Tell also whether the card that you consulted is a "subject" card, a "title" card, or an "author" card.

1. Who wrote "The Promised Land"?
2. What books on mythology does the library have?
3. What novels by Joseph Conrad are listed?
4. What are two of the latest books on aviation in the library?
5. Does the library have a biography of Thomas A. Edison?
6. What plays (dramas) of A. A. Milne does the library have?
7. Who was the author of "Glorious Adventure"?
8. What volumes of poetry by Alfred Noyes are listed?
9. What collections of one-act plays does the library have?
10. What collections of modern American short stories are listed?

B. Most large libraries have bound volumes of certain magazines and other periodicals. The articles that are to be found in many of these publications are listed in what is known as *The Reader's Guide to Periodical Literature.* You should learn to consult this reference work just as readily as you do the card catalogue, for oftentimes you will find material in magazines that is not available in

books. If your school or public library has *The Reader's Guide to Periodical Literature,* list for each of the subjects given below the exact title of one article, the name of the author, and the name of the magazine in which it is printed. In the front pages of the *Guide* you will find an explanation of the abbreviations used.

1. Radio.
2. Aviation.
3. Education.
4. Child Welfare.
5. Public Health.
6. The Five-Hour Day.
7. Food Inspection.
8. Television.
9. Motion Pictures.
10. World-War Debt.

219. Arranging the Material by Means of an Outline

The topics that we listed for our theme on "How to Play Scrimmage Ball" must be rearranged before we have a satisfactory outline. We must decide which are the principal topics and which are to be subordinated to them. The more important, or larger, topics we shall make the main divisions of our outline; the less important we shall use in developing them. When we have rearranged them thus, we have the following outline:

How to Play Scrimmage Ball

1. General character of the game
   a. Resemblance to football and basket ball
   b. Played outdoors or indoors
   c. Duration of the game
   d. Number of players
   e. Necessary equipment
2. The field, or court
   a. Shape
   b. Dimensions
3. The object of the game
4. The make-up of each team
   a. The number of players in each

b. Means of choosing players
c. The forwards and the guards
d. No mixed teams

5. Beginning the game
   a. Positions of the players
   b. Putting the ball into play
6. Fouls
7. The penalty for fouls
8. Putting the ball back into play
9. Scoring

Exercise 307

Using the topics that you listed in Exercise 305, rearrange them, in the manner explained above, to form a good outline.

220. Developing the Outline into a Theme

With our plan written out before us, we can concentrate our attention on developing each topic as we come to it. For each of the nine topics of our outline of "How to Play Scrimmage Ball" we should construct a good topic sentence that will state at the beginning of each paragraph the main idea of that paragraph.

The following sentences might serve as topic sentences for the nine divisions of our talk:

1. Scrimmage ball is a game introductory to football and basket ball.
2. A scrimmage-ball field, or court, is a rectangle forty yards long and twenty yards wide.
3. The object of the game is to cause the ball to go over the goal line of the opposing team.
4. The members of each of the two teams are chosen by the two captains.
5. At the beginning of the game one of the forwards of each team takes his place facing his opponent inside the ring at the center of the field.
6. There are several foul plays in the game.

7. A foul play entitles the opposing team to try for a goal from the penalty line of its opponent.
8. When the ball goes out of boundary, it is put back into play in the same manner as in basket ball.
9. The scoring is very simple.

In composing our talk or in writing our theme we should develop each topic sentence into a good paragraph, which, as we compose it, we may consider a composition in itself. When we have developed our outline, there should be one paragraph for each main topic.

Exercise 308

Write out a good topic sentence for each main topic of the outline that you made in Exercise 307. Hand in your topic sentences, with your outline, for your teacher to examine.

221. How to Give a Talk

Before we attempt to give a talk, we should understand the following requirements of effective speaking. With these in mind, we should practice giving each talk before we deliver it in class.

Bodily deportment. When you talk, stand at the front of the room or hall, facing your audience. Assume an erect yet easy and natural posture. You may alter this posture freely, but do not distract the attention of your hearers by fidgeting. Do not slump or lean against a desk or chair. Use your hands and feet naturally. Hold your head up, look at your audience, and speak directly to them. Watching their faces will help you to judge the effect of your talk.

Manner of speaking. Try to speak deliberately, clearly, and pleasantly. Avoid quick, jerky, nervous speech and

annoying pauses. Pronounce your words with care. Enunciate distinctly. Do not muffle or slur any words, and avoid blurring the latter part of a sentence through haste to finish it. Try to speak forcefully and with proper expression. Pitch your voice so that it will reach every member of your audience. Do your best to avoid false starts and such mannerisms as *er, uh,* and *and-uh* to fill in a pause. If you must pause, be silent until your next thought comes or until you find words to express it.

Use of outline or notes. If you feel that you cannot trust your memory, you may use, in your earlier talks, a concise outline or brief notes, written as key words on a small card that you can hold in your hand; but try to get along without looking at the card. If your teacher has had you place your outline on the front board, so that your audience may examine the plan of your talk, keep your back turned to the board and face your audience as you speak.

Avoidance of errors. Do not distract the attention of your audience by mistakes in grammar, such as *done* for *did* and *these kind* for *this kind*; errors in the use of words, such as *set* for *sit* and *learn* for *teach*; mispronunciations, such as *sawr* for *saw* and *extry* for *extra*; and violations of idiom, such as *different to* or *different than* for *different from.* Greater care in your everyday speech, and painstaking practice in preparing to give your talk, will enable you to avoid most, if not all, of these embarrassing mistakes and will build up confidence in your ability as a speaker.

Other aids to effective speaking. Enthusiasm for your subject, earnestness of purpose, and sincerity and vigor in your manner of speaking will do much to win and hold the attention of your hearers. You may add greatly to the vividness of your talk if you use specific, concrete words instead of general terms. You will often find that you can

make your talk more clear and vivid by using an object, a model, a picture, a diagram, or a rough blackboard sketch to illustrate it. Finally, *the greatest aids to effective speaking are thorough preparation and frequent practice in giving talks.*

Exercise 309

Clear and effective speech requires that you enunciate distinctly. Errors in enunciation, such as the following, indicate that a speaker is careless and slovenly, and they make it hard for other persons to understand him: *flo* for *floor*, *shef* for *shelf*, *artic* for *arctic*, *drawr* for *draw*, *didjer* for *did you*, *uster* for *used to*, *gimme* for *give me*.

Read each of the following sentences aloud, enunciating each word distinctly:

1. Did you call me?
2. What are you doing?
3. Suppose I asked her.
4. She kept me waiting.
5. Where did you get it?
6. Did you know your lesson?
7. Go on. Don't wait for me.
8. Didn't you see him?
9. We must catch him.
10. What did you say?
11. I used to go there.
12. We saw him Saturday.
13. Give me your hand.
14. Where did you find it?
15. I have to meet him soon.
16. Let me see that picture.
17. Perhaps he will let me go.
18. He himself closed the door.
19. Give me what you have.
20. We saw him once.
21. Can you draw a picture?
22. I am very glad to meet you.
23. Who do you think is coming?
24. What are you waiting for?
25. I want to go along.
26. What is your name?
27. I lost the tube Tuesday.
28. Did you wear your arctics?
29. She asked me twice.
30. He kept his old clothes.
31. What did he ask you?
32. Let me tell you something.
33. Where are you going?
34. I am studying history.
35. We ought to tell him.
36. Did you see them coming?
37. Please give this to him.
38. Let me go with you.
39. I finally found her.
40. Give me a little more time.

Exercise 310

Read aloud the following pairs or groups of words with such distinctness of enunciation that your classmates, who will have their books closed, may accurately distinguish each word from the other word or words:

affect, effect
and, end
anger, hanger
been, bean
bird, Boyd, bud
boil, bile
bun, burn
Calvary, cavalry
cease, seize
chair, cheer
consul, conceal
costume, custom
council, counsel
creek, crick
deaf, leaf
decease, disease
device, devise
dice, dies
elusion, illusion, allusion
ere, ear, err
finally, finely
find, fine
finger, figure
fire, far
flesh, flash
for, far, fur
girl, gull, guile
here, hear
irrelevant, irreverent
just, jest, gist
leaf, leave
library, laboratory
like, lack
merry, Mary
nothing, nutting, nodding
partner, pardoner
pen, pin
persecute, prosecute
pillow, pillar
pitcher, picture
place, plays
poor, pore
poplar, popular
prevent, perhaps
principal, principle
quiet, quite
race, raise
real, reel
rice, rise
sense, since
sink, sing, singe
sit, set
speak, spick
statue, stature, statute
suppose, surprise
tarred, tired
tell, till
ten, tin
then, thin, den, din
there, dare
think, thing
those, doze
toil, tile
ton, turn
were, wear, where
whale, wail
what, watt
which, witch
while, wile, wild
white, wight
wither, widow
your, yore

Exercise 311

The wrong pronunciation of a word oftentimes seriously distracts the attention of an audience from what a speaker is saying. Do your best, therefore, in giving your oral

themes, as well as at all other times, to pronounce accurately the words that you use. In every case of doubt consult your dictionary.

Your class will be divided into two equal groups. One group will take the words in group A, below, and the other group will take those in group B. The members of each group will come to class prepared to pronounce aloud correctly and distinctly the words assigned.

A

address	detail	general	library	strength
again	door	gentleman	mischievous	subject
American	duty	genuine	myself	surprise
apron	elm	geography	newspaper	swallow
architect	entire	grievous	overalls	sword
asked	exemplary	harass	particular	ten
athletics	express	hundred	perspiration	these
attacked	exquisite	idea	poem	throat
because	extra	insect	potato	tomorrow
before	fact	instead	probably	tube
catch	far	interesting	raw	Tuesday
chimney	February	introduce	recess	visitor
chocolate	fellow	Italian	regular	was
clothes	figure	kept	saw	what
column	fire	laboratory	society	which
creek	foreigner	law	solemn	work
deaf	formidable	length	stomach	your

B

accurate	battle	coupon	floor	interested
acts	bottle	cruel	forehead	introduce
against	calculate	detail	golf	kettle
arctic	candidate	draw	government	larynx
attempt	can't	drowned	governor	liked
audacious	children	duel	guarantee	medieval
avenue	contempt	finally	height	memory
barrel	correct	finger	hesitate	mystery

new	petunia	recognize	separate	swept
object	piano	reduce	several	through
oil	poetry	respect	shiftless	tiny
once	problem	revenue	soda	usually
original	program	round	something	when
oyster	promptly	salad	sophomore	yellow
people	put	salary	stew	yesterday
perhaps	quantity	Saturday	student	yet
peril	really	saucy	stupid	zoölogy

Exercise 312

Below is given the oral theme on "How to Play Scrimmage Ball." Using the outline in section 219 and the topic sentences in section 220, observe how the speaker has developed them into an oral theme, and how each paragraph develops the corresponding main topic in the outline.

How to Play Scrimmage Ball

Scrimmage ball is a game introductory to football and basket ball. It is a good deal like football in the great amount of strenuous exercise that it gives the players. It resembles basket ball too; for a basket ball is used, and the game may be played on a large gymnasium court as well as on an outdoor field. As in basket ball, the game is played in two halves of whatever length of time the captains and the referee may decide. At least eight players are required, but any larger number that is divisible by four, up to forty, may take part. The players have no special uniform. They wear their old clothes, and from my experience I should say the older the better.

A scrimmage-ball field, or court, is a rectangle forty yards long and twenty yards wide. Each end is a goal. Side lines connect the ends of the goal lines, and thus form the boundary of the field. Fifteen feet inside each goal line and running parallel to it for the entire width of the field is the penalty line. At the exact center of the field there is a circle six feet in diameter. This circle, the penalty lines, and the boundary lines are all marked off with lime.

The object of the game is to cause the ball to go over the goal line of the opposing team. The ball can be struck with only one hand. I will explain the scoring later.

The teams must have an equal, even number of players. The players are chosen alternately, one at a time, by the captains. The members of each team are divided into an equal number of guards and forwards. The captains also choose the referee. Groups of girls or boys may play, but there should be no mixed teams, nor should a team of girls play against a team of boys.

At the beginning of the game one of the forwards of each team takes his place facing his opponent inside the ring at the center of the field. The remaining players on each team line up behind their own goals. The ball is put into play exactly as in basket ball. When the referee gives the signal and tosses the ball into the air, each of the two forwards tries to knock the ball in the direction of his opponent's goal. At the same time the other forwards rush into the field, the guards advance to a position between their goals and the penalty lines, and the game is on.

There are several foul plays in the game. No player is allowed to strike, push, or tackle an opponent. He is not permitted to throw or strike the ball except with one hand, or to block it intentionally with his body. It is also contrary to the rules for a player kneeling or lying on the ground to hit the ball.

A foul play entitles the opposing team to try for a goal from the penalty line of its opponent. The members of the offending team all line up behind their goal. A member of the other team stands on the penalty line, and when he tosses the ball up, one of his team-mates tries to knock it over the goal line before it touches the ground. At the moment the ball is struck, the members of the offending team rush forward, trying to prevent a goal.

When the ball goes out of boundary, it is put back into play in the same manner as in basket ball.

The scoring is very simple. Each goal made by a scrimmage counts two points. A field goal, which may be made from any point of the field no nearer the goal than the penalty line, counts one point. There is usually plenty of exercise and fun, no matter whether your team wins or loses.

Do You Hit the Bull's-eye When You Give a Talk?

222. Judging and Criticizing an Oral Theme

The following questions will help us in judging and criticizing an oral theme:

1. Was the talk a clear and complete treatment of the subject? Was the subject properly limited?
2. Could you easily follow the speaker's development of his subject? Were the main topics arranged in the right order? Were any necessary topics omitted? Were any included that should have been omitted?
3. Was the beginning of the talk clear and direct? Was the ending satisfactory? Did the speaker stop as soon as he had finished?
4. Did the talk show careful preparation? Did it seem that

the speaker had thought out his talk fully and practiced it sufficiently? Did he use notes?

5. Was the speaker's delivery effective? Did he put himself into his talk and speak with earnestness and enthusiasm? What can you commend especially in his delivery? What improvement can you suggest?
6. Was the talk vivid and concrete? What particularly effective words and sentences do you recall? Did the speaker use a model, a diagram, a picture, or other means of illustrating his talk?
7. Did the speaker pronounce all words correctly? Did he enunciate distinctly? Did he slur any words? Could you easily understand every word from where you sat? Was your attention distracted by any errors in grammar, pronunciation, or the choice of words? Did he say "er," "uh," or "and-uh"?
8. Was the speaker's bodily deportment good? Was his posture natural and effective? Did he look at his audience? Can you suggest any improvement?
9. Did you find the talk interesting? entertaining? If not, what reason can you give? Was the speaker to blame? Did the fault lie in his subject? Were you a sympathetic listener? Did you do your best to help the speaker to make a good talk?
10. What other constructive suggestions can you offer for improving the talk?

Exercise 313

Come to class prepared to give the oral theme that you have been preparing in Exercises 305, 307, and 308. Do your best by thorough preparation and practice to make your talk correct, effective, and entertaining. Examine again what is said in section 221. Get all the help that you can by studying the questions for judging and criticizing an oral theme, in section 222.

In this theme you will be heavily penalized for errors in the agreement of the verb with the subject.

223. Building a Written Theme

The quality of a written theme should, in general, be somewhat better than that of an oral theme. This is largely due to the fact that, in writing, most of us are able to think more clearly and deliberately. For this reason our choice of words and the structure of our sentences and paragraphs are usually better. In a written theme, too, we have more opportunity to revise and polish our first efforts in composition.

In a written theme we must give the same careful attention to spelling, capitalization, punctuation, legibility, and correctness of form in arranging our theme on paper as we must give in an oral theme to enunciation, pronunciation, and delivery.

Exercise 314

Using the outline that you made in Exercise 307 or the topic sentences that you formulated in Exercise 308, prepare the first draft of a written theme on the same subject that you used for your oral theme. In treating your subject in the written theme, make as many improvements as you can.

224. How to Revise a Written Theme

In revising our written themes before we attempt to make the final copy, we shall find the following questions helpful:

1. Is the beginning of my theme clear, direct, and interesting?
2. Have I developed each topic sentence sufficiently to make my discussion clear? Does any paragraph contain unnecessary details?
3. Have I one and only one paragraph for each main topic? Have I made the connection between the paragraphs clear?
4. Does my theme have an ending, or does it merely stop?

5. Are all my sentences correct? Are there any "period faults" or "comma faults" (see sections 105 and 106)?
6. Are there any mistakes in grammar?
7. Have I spelled all words correctly?
8. Have I used capital letters properly, and are all of my sentences correctly punctuated?
9. If I were the reader, should I enjoy reading this composition? If so, why? If not, why not?
10. Does this composition represent my best effort?

Exercise 315

Using the questions given in section 224, make a careful revision of the first draft of your written theme that you prepared in Exercise 314. In answering each question, make a thorough test of your theme with regard to the point raised in the question. Obviously, if you can make any other improvements not included in the questions, do so.

225. How to Prepare the Final Copy of a Theme

Unless we are given other instructions, we should write the final copy of our theme according to the following directions:

Writing materials. Use white theme paper. This is usually ruled and has a margin marked off at the left, sometimes at the right also. Use black or blue-black ink and a clean pen that does not blot or scratch. Never write the final copy of your theme with a pencil.

Writing the first page: the title. On the first line of the page write the title of your theme. If it is too long to be written on one line, put as much of it as will look well on the first line, and place the rest, centrally spaced, on the next line, thus:

Why Our School Should Have a Larger
Athletic Field

Capitalize the first word and all other important words in the title. As a rule, articles, prepositions, and conjunctions within the title are not capitalized. If you typewrite your theme, capitalize *all* letters in all words of the title. Unless the title is in the form of a question or an exclamation, place no mark of punctuation after it.

Margins. Leave a margin of at least one inch at the left side of each page. It is well to observe a margin of about half an inch at the right side. Never leave a long blank space at the end of a line unless it is the last line of a paragraph. If you typewrite your theme, use unruled white paper $8\frac{1}{2}$ by 11 inches. Leave a margin of at least two inches above the title, a margin of an inch at the left side, and, as nearly as possible, one of the same width at the right side. Leave double space between the lines.

Indenting. An unmistakable indention of about an inch should precede the first line of every paragraph, but no other line in a paragraph should be indented.

Writing other pages. Begin the second page of your theme on a new sheet that is exactly like the first. Write on only one side of each sheet. In the upper right corner write the appropriate page number, without any mark of punctuation after it. In all other details follow the directions given for writing the first page, except that the title is not repeated.

Neatness and legibility. Write neatly and legibly. Place the dots for *i's* and the crosses for *t's* where they belong. Distinguish carefully between *a's* and *o's*, *e's* and *i's*, *c's* and *l's*, *m's* and *w's*, *n's* and *u's*, *b's* and *h's*, *h's* and *k's*, *r's* and *n's*, and *g's* and *y's*. Try to observe equal spacing between words, and do not crowd the letters within a word.

Make your manuscript neat and attractive in appearance. Good thoughts must be correctly expressed and

presented in good form if they are to make the best impression upon your reader.

Folding the manuscript. After arranging the pages in proper order and getting the edges even, fold the manuscript lengthwise down the center. Use a paper-clip to hold the pages together, but do not fasten them permanently.

The indorsement. Place the folded manuscript before you on the desk so that the loose edges are toward your right hand. Be sure that you have not carelessly turned your paper upside down. About two inches down from the top, or on the first line of ruled paper, begin the indorsement. These items should be written in three lines, thus:

Robert J. Forbes, 9B
English 1, 2
October 23, 1933

Exercise 316

Following the directions given in section 225, make a final copy of the theme that you wrote in Exercise 314 and revised in Exercise 315.

In this theme you will be heavily penalized for any mistakes in punctuation involving the use of the comma.

Exercise 317

Following the instructions given in sections 217, 218, 219, 220, and 221, prepare a talk on one of the following subjects:

1. How Our School Paper Is Prepared and Printed.
2. The Duties of an Umpire in a Baseball Game.
3. How to Develop and Print a Kodak Picture.
4. Girls Are Better Students than Boys.
5. Our Lack of School Spirit.

6. Clubs in Our School Should Be Abolished.
7. How a Radio Receiving Set Works.
8. Why I Am a Boy Scout (Girl Scout, Camp Fire Girl).
9. Why I Prefer to Live in the Country (City).
10. A subject of your own choice.

Exercise 318

Following the instructions given in sections 217, 218, 219, 220, 224, and 225, prepare a written theme on one of the following subjects:

1. Theodore Roosevelt as an Ideal for American Boys.
2. The Superiority of Country Life to City Life in the Summer.
3. How to Make an Effective Personal Application for a Job.
4. How to Write an Effective Letter of Application.
5. The Qualifications of the Editor of Our School Paper.
6. The Qualifications of a Good Newspaper Reporter.
7. The Qualifications of a Good Stenographer.
8. The Most Important Qualities in a Good Citizen.
9. A subject suggested by your teacher.
10. A subject of your own choice.

226. Rewriting Corrected Themes

When our themes have been returned to us, we shall usually find that our teacher has marked certain errors. These will generally be indicated by means of symbols, letters, and abbreviations (see the inside back cover of this book) placed in the left margin. Suggestions for improving our themes may be written on the outside of the manuscript. As soon as we have received a corrected theme, we should make a careful written revision of all mistakes. If the structure of our theme is faulty, or if there are many mistakes in form and the mechanics of writing on each page, we should rewrite the entire theme. The revised or rewritten version should be submitted at a designated time to show that we have made the corrections.

Exercise 319

In reciting and in writing examinations and assignments in all your courses, you should apply your knowledge of correct and effective expression. You will submit, at a time that your teacher of English may designate, a paper that you have written for a teacher in some other course, such as history, civics, or science. This paper will be graded as an exercise in correct and effective composition.

At the option of your teacher this exercise may be repeated at intervals during the year.

CHAPTER XX

Speaking and Writing to Inform

227. Announcements and Notices

We make frequent use of announcements and notices to inform others of meetings, exhibits, entertainments, contests, and various other events. We often use them to call attention to articles and animals lost or found. Now and then we may have occasion to write a notice, to be printed as an advertisement, by means of which we seek employment and set forth our qualifications. Through notices, likewise, employers make known their needs.

An announcement or a notice may be either oral or written. To be effective, it should be clear, concise, and complete. As a rule it answers the questions Who? When? Where? What? and sometimes, in addition, the questions Why? and How?

Exercise 320

Examine carefully the specimen announcements and notices given below. What questions does each answer?

VOCATIONAL GUIDANCE CLUB

Since Thursday, the regular date for the fortnightly meeting of the Vocational Guidance Club, is Thanksgiving Day, the Club will meet on Wednesday, at the eighth period, in Room 305. An expert from the Southern California Telephone Company will be the chief speaker.

POSTER EXHIBIT

ON SATURDAY AFTERNOON, NOVEMBER 17, FROM 2 TO 6, THERE WILL BE HELD AN EXHIBIT OF HIGH-SCHOOL POSTERS IN THE PERKINS BUILDING, AT THE CORNER OF GROVE AND CHESTNUT STREETS.

LOST. — In the Assembly Hall yesterday an Eclipse fountain pen. Red and black mottled barrel and cap, stamped with the initials C. S. H. Finder please return the pen to the owner, Catherine Howard, Room 212.

FOUND. — A purse in the stadium last Saturday. The owner may get it at the office of the coach by identifying it and paying for this notice.

Exercise 321

Prepare two oral announcements to be given in your English class, at a meeting of your club, or at the next assembly.

Exercise 322

Write three announcements or notices to be posted on the bulletin board or printed in your school paper or local newspaper.

Exercise 323. Extra Credit

Come to class prepared to give one of the brief talks suggested below. Think out carefully what you will say, but do not write your speech and memorize it. You will be limited to three minutes in giving your talk.

1. A classmate will impersonate some man or woman of note who has been invited to speak at the school assembly. As chairman of the meeting, introduce the speaker. (You may begin your talk thus: "We are fortunate in having with us today a man (woman) who . . ." Then give pertinent facts about the

speaker that will be of interest to the audience and that will show why he or she is well fitted to speak to the pupils of your school. For the sake of effectiveness, reserve until your final sentence the speaker's name and the subject, thus: "It gives me great pleasure to introduce to you Mr. Henry W. Wilkinson, who will speak on the subject 'Your Biggest Job.' Mr. Wilkinson."

2. A classmate will impersonate a teacher who is forced to resign on account of age or ill health. As spokesman for your class or the school, make an appropriate speech in which you express the appreciation of your class or the school for his or her services and present a class or school gift as a token of regard.

3. Suppose that your class or one of your school clubs has met to elect officers. Make a speech in which you tell of the fitness of your candidate and nominate him or her for an office.

228. Giving Directions

Almost daily someone asks us to tell him how to go from one place to another. Attention to the following points will help us to make the directions that we give simple, clear, and complete:

1. Put yourself in the place of the inquirer.
2. Give the necessary details in the right order and from the point of view of the person whom you are directing.
3. Include only essential details.
4. Answer fully the questions Where? and How?
5. If necessary, use a diagram or a map to make your directions clear.

Exercise 324

Examine the following specimen, and show how it illustrates the instructions given above:

STRANGER. Will you please tell me how to reach the Perkins Building?

PUPIL. Take a Main Avenue car in front of the school building and go to Sixth Street. There transfer to an Arsenal car. Get off at Grove Street and walk two blocks east. The Perkins Building is on the corner of Grove and Chestnut Streets.

Exercise 325

In conversation with a classmate, who will impersonate a stranger, give clear directions for going from

1. The school building to the station.
2. The school building to your home.
3. The school building to a public park.
4. A certain hotel to your home.
5. The station to your home.
6. The public library to your school.

Exercise 326

In a brief social letter or note give a relative, a friend, or an acquaintance directions for one of the following:

1. For joining you at your Scout camp.
2. For coming from the station to your home.
3. For driving from his home to your summer home or camp.
4. For making himself comfortable in your unoccupied camp.
5. For finding your favorite picture in an art museum.

229. Defining Words

A definition of a word is an accurate explanation of its meaning. To define a word is to restrict, or to set a limit to, its meaning. In the two preceding sentences we have *defined* the noun *definition* and the verb *define*. In the making of definitions we should be guided by the following requirements:

1. To be accurate, a definition must so limit the word defined that it has one and only one meaning.

Civics is the *science* | of civil government.
A *cousin-german* is the *son* or *daughter* | of one's uncle or aunt.
A *synonym* is *one of two or more words* | of the same language having the same or nearly the same essential meaning.
To jump is *to spring* | free from the ground by the muscular action of the feet and legs or, as in some animals, the tail.

An Excellent Jump

Each of the definitions just given involves two steps. First, we name the *class* that includes the word to be defined. Secondly, we indicate the necessary *differentiæ*, that is, the characteristics that distinguish the word to be defined from all other words belonging in the same class. Preceding the vertical line in each of the examples is the word to be defined and the word or phrase denoting the *class* to which it belongs. Following the vertical line we have the *differentiæ* necessary to complete the limitation of the word so that it will have but one meaning. These two steps are required in defining almost all nouns and verbs, as well as certain words used as other parts of speech.

2. Each definition should be phrased to fit the part of speech of the word to be defined.

a. Define a noun by another noun or by an expression beginning with a noun.

Biology is the *study* of living things.
A *physician* is a *person* who is skilled in physic or in the art of healing.
Freedom is the *quality* or *state* of being unrestrained.

b. Define a verb by another verb, using the infinitive form preceded by the sign *to*.

To play is *to engage* in recreational exercise.
To demonstrate is *to show* by reasoning, proof, or illustrative action.
To lie is *to utter* a falsehood with intention to deceive.

c. Define an adjective by means of another adjective or by means of a phrase.

Noxious means *harmful* or *destructive.*
Healthful means *serving to promote health.*
Healthy means *being in a state of health* or *enjoying health.*

d. Define an adverb by means of another adverb or by means of a phrase.

Soon means *immediately, at once,* or *without delay.*
Deftly means *dexterously* or *in a deft manner.*
Cowardly means *in the manner of a coward.*

3. A definition should be stated concisely in a complete sentence and be expressed in language that will be easily understood.

4. A definition should never repeat the word being defined, nor should it include a cognate of it if another word can be found.

Correct: To approve is to sanction officially or to ratify.
Incorrect: To approve is the act of *approving* something.

5. Never attempt to define a word by the use of a *when* clause, a *where* clause, or a *what* clause.

Correct: *Illness* is a state of disordered health.
Incorrect: *Illness* is *when* you are sick.
Correct: A *bed* is an article of furniture to sleep or take rest in or on.
Incorrect: A *bed* is *where* you sleep.
Correct: A *pen* is an instrument used in writing with ink.
Incorrect: A *pen* is *what* you write with.

Exercise 327

In the following definitions tell the part of speech of each word defined and show how it is defined. Point out all words in the definitions of nouns that designate the *class* to which the word defined belongs and indicate the *differentiæ* employed.

1. A house is a structure intended or used for human habitation.
2. An oculist is a person skilled in treating diseases of the eye.
3. Honesty is the quality or state of being trustworthy.
4. To transpire is to become known.
5. Breathing is the process of taking oxygen into an organism or body and giving off carbon dioxide.
6. Partly means in some measure or degree but not wholly.
7. Curious means eager for knowledge or habitually inquisitive.
8. To facilitate is to make easy or less difficult.
9. A jury is a body of men sworn to give a true answer, or verdict, upon some matter submitted to them for decision.
10. Craftily means skillfully, shrewdly, or in a crafty manner.
11. Expedient means apt and suitable to the end in view.
12. An arbalest is a crossbow consisting of a steel bow set in a shaft of wood, furnished with a string and a trigger and a mechanical device for bending the bow.
13. To hinder is to interrupt, retard, or prevent from starting or moving forward.
14. Pollination is the transference of the powderlike substance called pollen from the anther where it originates to the stigma.
15. A machine is any device used to transfer or transform energy, or to change the direction or magnitude of a force doing work.

Exercise 328

Which of the following definitions are correctly stated? Criticize and rewrite those that are incorrect.

1. A pen is an instrument used in writing with ink.
2. A quotation is something quoted.
3. Disorder is when things are confused.
4. Energetic means forcible, powerful, or vigorous.
5. To deceive is the act of deceiving someone.
6. Akin means when you are kin to somebody.
7. To reject is to cast off or to refuse to accept something.
8. Covertly means secretly or privately.
9. A misunderstanding is where something is not understood.
10. Memorizing is the act or process of fixing accurately in mind certain details so that they can later be reproduced without referring to the original or to the source of information.

Exercise 329

A. Define accurately five of the following pairs of nouns. Distinguish between the words in each pair.

MODEL

Physiology is the study that treats of the functions of living things.
Anatomy is the study that treats of the structure of living things.

audience spectators	synonym homonym	pirate thief	talk lecture	stranger foreigner
discovery invention	character reputation	council counsel	earth world	vacation holiday

B. Define accurately five of the following pairs of verbs. Distinguish between the words in each pair.

learn teach	lay lie	repair fix	set sit	favor resemble	claim maintain
accept except	raise rise	affect effect	expect suspect	provoke enrage	aggravate annoy

Exercise 330

A. Define accurately five of the following pairs of adjectives. Make clear the distinction in meaning between the words of each pair.

oral verbal	mutual common	unique unusual	savage barbarous	practical practicable
mad angry	mean vicious	nice pleasing	less fewer	disinterested uninterested

B. Define accurately five of the following pairs of adverbs. Make clear the difference in meaning between the words of each pair.

soon early	formerly formally	slowly tardily	seriously fatally	disgustingly disgustedly
most almost	hastily quickly	angrily viciously	respectfully respectively	proudly haughtily

Exercise 331. Extra Credit

Write a paragraph in which you define one of the following words or phrase names (see section 179). If necessary, tell what the term includes, use comparison or contrast, and give examples.

1. Manual training.
2. General science.
3. New England.
4. Quarantine system.
5. Juvenile court.
6. Junior high school.
7. Track athletics.
8. Bacteria.
9. Laboratory.
10. Domestic science.

230. Reciting in Class

When we recite in class, we usually give an explanation in answer to a question or make a report on an assigned topic. Our ability to recite well will depend upon a thorough preparation of the assignment. In preparing

each assignment we should consider the topics included and the questions that will probably be asked. If an assignment is long or rather difficult, it will often be advisable to prepare a brief outline.

In making a recitation we should be guided by the following directions:

1. Listen attentively to the question.
2. Think of what the question means and how much is to be included in your answer.
3. Begin your answer with a sentence referring to the question or containing the topic to be explained or discussed.
4. Bring in details in the right order. Make your answer clear and complete.
5. Express your answer in your own words. Do not memorize the words of the author, and never say "the book said" or "it says."
6. Stick close to the question or topic. Make your answer as concise as possible.
7. In reciting apply what you have learned about giving talks. Pitch your voice so that all members of the class can hear you with ease. Speak grammatically, pronounce words correctly, and enunciate distinctly.
8. Consider every recitation in every subject an exercise in oral composition.

Exercise 332

Study the specimen recitations given below. Notice that the first two questions require only a brief answer, whereas the third demands a topical answer in two paragraphs.

I

TEACHER. What are the principal feeding organs of plants?

PUPIL. The principal feeding organs of plants are the roots and the leaves. From the soil the roots take water, nitrogen, and minerals necessary for plant growth. From the air the leaves get the carbon dioxide required by the plant.

II

TEACHER. What is a sentence?

PUPIL. A sentence is the expression of a complete thought by means of a group of words that can stand alone.

III

TEACHER. Explain what is meant by naturalization, and tell how a foreigner becomes a citizen of the United States.

PUPIL. Naturalization is the process by which a foreigner becomes a citizen of another country. In the United States it involves two steps: first, a declaration of intention on the part of the alien to become a citizen of this country; secondly, a petition for admission as a citizen.

A foreigner who is at least eighteen years old may appear before any Federal, state, or territorial court of record and declare his intention to renounce his former country and ruler and to become a citizen of the United States. At this time he may take out his *first papers*. Not less than two years nor more than seven years later he may come before the court and submit his petition for naturalization, provided he is then twenty-one years old, has lived in the United States for at least five years, and has spent the last year in the state or territory in which naturalization is to be acquired. His petition must give his full name, place of residence, occupation, and date and place of birth. It must be signed by him and by two reliable witnesses who are themselves American citizens and who testify that he is of good moral character and that they have known him for at least five years. He must also declare that he is not opposed to organized government, that he renounces absolutely and forever all allegiance to the foreign country of which he was a citizen or subject, that he gives up any hereditary title that he may possess, that he does not believe in polygamy, and that he intends to become a loyal citizen of the United States. He must be able, furthermore, to read and write English, and must pass an elementary examination in United States history, civics, and geography. He cannot secure his certificate of naturalization, or *second papers*, until ninety days after filing his petition, nor within thirty days before a general election.

Exercise 333

Come to class prepared to make a good recitation in answering one of the following questions:

1. What is meant by "rotation of crops"?
2. Why does dew not form on cloudy nights?
3. How is the governor of your state elected?
4. Explain how to give a talk effectively.
5. What are the essentials of a good poultry house?
6. Explain how to serve a formal dinner.
7. What is meant by "energy foods"? "growth foods"? "health foods"?
8. Why is woolen clothing warmer than cotton clothing?
9. Give the life history of a frog.
10. What natural resources are responsible for the growth of one of the chief industrial cities in your state?

231. Taking Examinations

The taking of an examination involves three steps: (1) thinking, (2) planning, and (3) writing. Practice in taking examinations according to these three steps and according to the following directions will enable us to save much valuable time and to give a better account of our knowledge, both of the subject and of composition:

1. Read each question carefully.
2. Think of what the question means, and try to determine what a satisfactory answer will include.
3. Plan your answer. Unless a question can be answered in one or two sentences, collect the necessary facts and ideas, and arrange them in the right order.
4. In the first sentence, or in the first part of the sentence, of each answer repeat the words of the question.

Question. What are the five great plant families?
First sentence of your answer. The five great plant families are the following:

5. If the answer to a question includes several subtopics, try to give it in the form of an enumerative paragraph.

> *Question.* Name and explain the functions of the United States Senate. (This question may be answered briefly and clearly in an enumerative paragraph. See the first illustrative paragraph in Exercise 222.)

6. Arrange the parts of each answer in the order demanded by the question.
7. Cover the whole question in your answer, but do not include any unnecessary details.
8. Make your sentences brief, clear, and to the point.
9. If you do not know the answer to a question, omit it. Guessing and writing merely to fill up space waste time and will not deceive the teacher.
10. As soon as all the questions are before you, read through the list, and try to apportion to each its proper share of time.
11. Except in solving problems in arithmetic and algebra or in answering a question by means of an outline, express all your answers in complete sentences.
12. Remember that every examination in every subject is an English composition. Write grammatically, spell correctly, capitalize and punctuate intelligently. Do not forget that legibility and neatness count in your favor.

Exercise 334

Using the directions given above, write correct answers to two or more of the following questions:

1. How is the president of the United States elected?
2. Explain the cause of cyclones.
3. Name the kinds of soil and tell how each is formed.
4. What is the importance of live stock to modern agriculture?
5. What are the qualifications and duties of a policeman?
6. What are the qualifications of a successful nurse?
7. Name and discuss briefly Pasteur's chief contributions to the science of health.

8. Explain what is meant by the mechanics of composition.

9. Explain what is meant by a topic sentence, and name five methods of developing a topic sentence into a paragraph.

10. Give an account of the settlement of Jamestown, Virginia.

232. Giving Reports

In almost all our school subjects we are asked to prepare reports, both oral and written. In order to give a satisfactory report of any kind, we should be guided by the following suggestions:

1. Be sure that you have the necessary information.
2. Plan your report carefully. By means of an outline arrange the topics in the right order.
3. Make every report complete. Decide which and how many of the following six fundamental questions you should answer: Who? When? Where? What? How? Why? Answer the essential questions in the order demanded by the nature of your subject.
4. Avoid bringing in unnecessary details. Be as concise as clearness and interest will permit. Remember that a report is a *condensed* account, a summary, of what you have done, investigated, observed, heard, or read.
5. See that every report is accurate in all statements.

Exercise 335

Study the following report, which a pupil wrote after interviewing the thrift representative of his home room. Notice that the topics are taken up in the order of time. How many of the six fundamental questions are answered in this report?

Our School Banking System

At 8.40 on Monday morning our weekly banking period begins, and continues for two hours. Our bank is located on the second floor in Room 204.

On Tuesday of the previous week the thrift representative of each home room has received a large red envelope containing a smaller white one, two home-room deposit sheets, and three paper-clips. The white envelope is to hold the money. On the record sheets are written the names of the depositors, their account numbers, and the amounts to be deposited. With his money, each student depositor has given to the thrift representative a

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deposit slip that he has filled out. One of the paper-clips is used to hold the deposit slips together; another, to fasten the home-room record sheets; and the third, to close the money envelope. Everything is inclosed in the large red envelope.

At the banking period the thrift representative takes the red envelope to Room 204 and gives it to the receiving teller. As soon as he has checked the home-room number, he hands the red envelope to one of the other tellers, who opens it and takes out the contents. She counts the deposit slips, and if they agree with the number of entries on the home-room record sheets, she puts them in a box. A messenger then takes them to the clerk at the adding machine. The teller next counts the money, and if the amount is the same as that written on the envelope, she puts the money back into the envelope and signs her initials but does not seal it.

The messenger then takes the money to one of the final checking tellers, who again counts it. If there has been no mistake, she signs her initials and seals the envelope. She then enters the amount on the bank-record sheet.

The clerk at the adding machine adds the amounts on the individual deposit slips and then those entered on the home-room record sheet. If the two totals agree, the clerk signs his initials to the package of deposit slips and puts them aside to be filed. The home-room record sheets are placed in a wire basket and are later filed. An assistant clerk keeps a record of the adding-machine figures, the number of depositors, and the cash total for each room.

The deposits received from each thrift representative are handled in the same manner. By 10.40 all accounts and cash have been checked, and the money is ready for the bank.

Exercise 336

Collect the necessary material and prepare by the aid of an outline a written report on one of the topics given below.

In this report you will be heavily penalized for any errors in the use of verbs.

1. How your school paper is published.
2. How the cafeteria of your school is conducted.
3. Food inspection in your community.
4. The function of your Chamber of Commerce.
5. The duties of the mayor of your town or city.
6. How a juvenile court is conducted.
7. The work of a free clinic in your community.
8. How a state election is held.
9. Requirements for membership in the National Honor Society of Secondary Schools.
10. The work of one of the following organizations in your community: Salvation Army, Red Cross, Y.W.C.A., Y.M.C.A.

Exercise 337

Hand in to your English teacher a report that you wrote for some class other than your English class. It will be graded as a composition. Compare the mark that your English teacher puts on the paper with the mark that you received from your other teacher.

Exercise 338

Write a complete and accurate report of one of the topics given below. Save time by preparing a good outline.

In this report you will be heavily penalized for any misspelled words.

1. A meeting of a class or a club.
2. A talk given by a pupil before your class.
3. A talk or a lecture given at the last assembly.
4. A school play or other entertainment.
5. The opinion of a new teacher concerning your school.
6. A conversation to which you have listened.
7. A talk over the radio.
8. A sermon or a talk given at your church.
9. A public lecture.
10. A subject of your own choice.

Exercise 339

You will find subjects for interesting reports in the life of your home town or community. Using one of the subjects suggested below, write a report of three hundred to five hundred words. When you have chosen your subject, learn all you can about it by talking with well-informed persons and by reading. Do your best to make your report good enough to submit for publication in your school newspaper or magazine.

1. The early history of your village (town, city).
2. How certain streets in your town got their names.
3. An unusual industry in your community (town, city).
4. How your community safeguards public health.
5. How the expenses of your school (town, city) are paid.
6. An historic house in your community (town, city).
7. The duties of the mayor of your town (city).
8. The work of the police (fire) department in your city.
9. A visit to a local newspaper office (industrial plant).
10. A subject suggested or approved by your teacher.

Exercise 340

Everyone is interested in current events and in hearing about them. Come to class prepared to give an oral report on one of the following:

1. A recent event or a change in the regulations in your school that concerns the pupils.
2. A topic of present interest discussed in your school newspaper or magazine.
3. A topic of current interest to the citizens of your community, town, or city recently discussed in your local paper.
4. A topic of current interest to the citizens throughout your state recently discussed in some newspaper.
5. A topic of current national interest recently discussed in some such publication as the *Literary Digest*, the *World's Work*, *Time*, or *The Forum*.

Exercise 341

Select from the following list the subject that interests you most. Then find in your school or public library all the information that you will need in writing a good report. When you have read an article, take notes on the main facts and other important details. Be sure to record the title of each book, magazine, or other publication from which you obtain information about your subject, and record the title of the chapter or article. Give also the name of the author, the date of publication, and the numbers of the pages that you read. These facts should be included on the last page of your report.

When you have gathered the necessary material, arrange it properly by means of a good outline, and then write your report.

If your report is well written and is instructive and entertaining, it may be accepted for publication in your school paper. Do your best to write a good report.

1. The Olympic Games.
2. Benjamin Franklin as an Inventor.
3. Eli Whitney and the Cotton Gin.
4. Cyrus McCormick and the Reaping Machine.
5. The Wright Brothers and the Airplane.
6. Edward Jenner and Vaccination for Smallpox.
7. Our Federal Quarantine System.
8. The Child-Labor Laws of My State.
9. Our Federal Immigration Laws.
10. The Settlement of Plymouth (Jamestown).
11. April in United States History.
12. The Origin of St. Valentine's Day (Halloween).
13. The Origin of Our Celebration of Christmas.
14. The Life History of the European Corn-Borer (Boll Weevil).
15. A topic that your teacher may assign.

Exercise 342

Come to class prepared to take part in a discussion of the use of the library in gathering material for a report or for any other assignment in which you find it necessary to supplement your information by reading. The following questions will help to guide the discussion:

1. How did you find from books and magazines the information that you needed to write your report in Exercise 341?
2. Read to the class the list of books and magazines that you consulted in preparing your report in Exercise 341.
3. How can you save time when you are consulting a book for a particular bit of information?
4. What kind of information can you get from such magazines as the *Literary Digest*, the *World's Work*, *Time*, and *The Forum*?
5. What kind of information can you get from the daily newspapers?

Exercise 343. Extra Credit

Select some good motion-picture play that you have recently seen, and write a report on it in about three hundred words. The suggestions given below will help you to

decide what to include. Try to write a report that is good enough to be published in your school paper.

A Report on a Motion-Picture Play

1. *First paragraph.* Mention the theater at which you saw the performance, state the title of the play, and give the names of the author, the producer, and the director.

2. *Second paragraph.* In a few sentences give a general idea of what the play is about, and indicate the place or principal places in which the action of the play occurs.

3. *Third paragraph.* Mention the principal characters, name the actors who play these rôles, and comment on the acting.

4. *Fourth paragraph.* Tell briefly what you consider the best scene or incident in the play.

5. *Fifth paragraph.* State what you consider the outstanding qualities of the play, and give your estimate of it as entertainment.

233. Reports on Books

Reports on books and plays are of two kinds. In a brief "promotive" report we may give merely a sufficiently general idea of the nature of the book or play to arouse in others a desire to read the book or to see the play. If we have enjoyed it, we may recommend it. In a more extensive report we discuss the book or play in greater detail, though we should avoid telling so much that those hearing or reading our report will feel that it is unnecessary for them to read the book or to see the play. Our report, whether long or short, should show that we have read the book understandingly or have an intelligent grasp of the play.

Exercise 344

The two specimens that follow illustrate the brief "promotive" report. What information about the book do you get from each? Does it arouse your interest in reading the book? Which do you consider the better report? Why?

Cabbages and Kings

"Cabbages and Kings" is a volume of short stories by O. Henry. The setting for all the stories is Coralio, a coast town of a volatile republic, Anchuria, in South America. The same characters appear in every story, and although each chapter is a separate narrative, there is a main thread of plot running through them all.

These yarns are enjoyable light reading. They are clearly written, extremely humorous, and always entertaining. I like particularly the surprise endings, which nevertheless are logical and simple. Most of all I enjoy the way in which the author directs the reader's sympathy toward whomever he writes about, no matter who the character may be. If you want to spend a pleasant evening reading, I suggest "Cabbages and Kings."— *Written by a High-School Girl*

By Order of the King

All London came to gaze at him and laugh: the silken-clad rich; the ragged poor; even the proud Duchess Josiana, who held all the world in contempt. Everyone came to the little house on wheels where lived Gwynplaine, upon whose features an everlasting grotesque smile had been stamped by the villainous Comprachicos, deformers of stolen children. None sought the friendship of the "Laughing Man" but Dea, the beautiful blind girl, who saw not his distorted visage but his wonderful soul.

A world of pathos is contained in this simple story of a tortured and unhappy man. The reader will laugh with Gwynplaine and cry with him. To the person interested in seventeenth-century England I especially recommend "By Order of the King," by Victor Hugo.— *Written by a High-School Girl*

Exercise 345

Select from your "Home-Reading List" some book that you have recently read, such as a novel, a biography, travel sketches, or a collection of short stories or poems, and

write a "promotive" report on the book in about one hundred words. Tell enough about the book to arouse the interest of other readers, and briefly give your estimate of it.

Exercise 346

A. Study the outline given below, which may serve as the general plan for an oral or a written report of the more extensive type on any novel that you may read.

1. Identification of the book and the author
   a. Title of the book
   b. Name of the author
   c. Nationality of the author
   d. Name of the publisher
   e. Date of publication
2. The setting of the story
   a. The time
   b. The place
3. The characters
   a. Principal
   b. Minor
4. The chief incidents of the story
5. The point of greatest interest
6. My favorite incident
7. My favorite characters
8. The principal appeal of the story
9. My opinion of the novel

B. Using the outline given above, study the following book report. Are the topics arranged in the right order? What topics should be added? What should be omitted? Is the paragraphing correct? If you had not read the novel, would this report give you a clear general idea of what it is about? What other criticism can you make of the report? If you have recently read "Treasure Island," see if you cannot write a better report, using as your outline the plan given above.

Treasure Island

A Book Report

I have just finished reading "Treasure Island," written by Robert Louis Stevenson, who was a native of Scotland. It is published by Charles Scribner's Sons and is illustrated by N. C.

A Happy Fisherman

Wyeth. The excellent illustrations add greatly to the vividness of the story and make this edition a valuable book to own.

"Treasure Island" is a thrilling story of adventure. Pirates are the chief actors in almost every scene. I am told that the pirate scene in the play "Peter Pan," which was given in Boston last winter, was taken from this novel of Stevenson's.

Thrills are to be found in great abundance. They come close together, and one reads so eagerly that before one has time to anticipate what the next interesting adventure will be one is in

the midst of it. From the beginning of the action at the Admiral Benbow Inn to the end at the cave, the story is a delightful succession of thrills.

The most important characters are Jim Hawkins, cabin boy aboard the ship and son of the keeper of the Admiral Benbow Inn; Long John Silver, the man with the wooden leg, cook and ringleader; Captain Smollett, captain of the *Hispaniola*; and Ben Gunn, the man who found the treasure while he was marooned by Captain Flint on Treasure Island.

The action of the first part of the story takes place in England during the time when pirates infested the seas, and that of the remainder occurs on an imaginary island called Treasure Island. The old mate of Captain Flint's ship came to the Admiral Benbow Inn, where he was killed by some mysterious force called the black spot. Jim Hawkins and his mother ransacked his chest and took from it some money and a few papers. One of the papers taken was a map of Treasure Island. After studying the map, a company of men fitted out a ship and went in search of the treasure.

There was a mutiny aboard the ship when they arrived. Jim Hawkins fled and met Ben Gunn. The good men of the company occupied the old fort, and the pirates seized the *Hispaniola*. A fight followed in which a man named Joyce was killed. Jim arrived in time to see the boatswain, Israel Hands, kill the coxswain during a fight over a game of cards. Jim later killed the boatswain. When he returned to the fort, he fell into the hands of the pirates. They tried to find the treasure, but it had been taken away. The pirates were shot by the good men. Finally the treasure was found in Ben Gunn's cave.

My favorite incident is the one where the pirates are searching for the gold. When the gold could not be found, the pirates became angry with John Silver. This amused me greatly.

I recommend "Treasure Island" to the boys and girls of my class. It is one of the best stories of adventure that I have ever read. The great amount of action and the vivid descriptions make the characters and their adventures seem real and true to the life of romance.

Exercise 347

Using the general outline given in Exercise 346, write an accurate report, in three hundred to five hundred words, of a novel chosen from your "Home-Reading List" that you have recently read. Do your best to make your report complete and clear, and try to arouse the interest of your classmates to the extent that they will be eager to read the novel.

Exercise 348

On your "Home-Reading List" there are, perhaps, several biographies and autobiographies. When you have read one of these, write a report on it in about three hundred words. The suggestions given below will help you to decide what you should include in your report:

A Report on a Biography

1. *First paragraph.* Give the title of the book and the name of the author. Mention the most important facts in the life story of the subject, such as the time in which he lived, his struggles in life, his principal achievements, and some of the persons with whom he was associated.

2. *Second paragraph.* Relate one or two incidents in the life of the subject that reveal his character and that particularly impressed you.

3. *Third paragraph.* Give your opinion as to the value of the biography to pupils and to general readers.

Exercise 349

You have doubtless read several collections of short stories. Select one that you have greatly enjoyed, and write a report on it in about three hundred words. The suggestions given below will help you to decide what to include in your report.

A Report on a Collection of Short Stories

1. *First paragraph.* Give the title of the collection, tell the name of the editor or compiler, and indicate the nature of the collection (modern American stories, modern British or French stories, etc.).

2. *Second paragraph.* Mention by title and author several of the stories that seem to you the best in the collection.

3. *Third paragraph.* Tell which is your favorite story, and summarize as briefly as possible the main action of the story.

4. *Fourth paragraph.* Give your estimate of the value of the collection to pupils and to general readers. You may compare it with some other collection of stories that you have read.

Exercise 350

If you have recently read a collection of poems, write a report on it in about three hundred words. The suggestions given below will help you to decide what to include in your report:

A Report on a Collection of Poems

1. *First paragraph.* State the title of the collection, give the name of the editor or compiler, and indicate the nature of the collection (modern American poetry, modern British and American poetry, etc.).

2. *Second paragraph.* If the poems have been arranged in groups, explain the system of grouping and mention two or more representative poems and poets in each group. If the poems have not been grouped, mention several of the outstanding poems and poets.

3. *Third paragraph.* Tell which is your favorite poem in the collection, and give reasons for your preference. (If the poem is not more than twenty lines in length, you may quote it if it will make your report more instructive and entertaining.)

4. *Fourth paragraph.* Give your estimate of the value of the collection to pupils and to general readers. You may compare it with another collection of poems that you have read.

Exercise 351

If you have recently read a book of travel sketches, make a good outline of it, and write a report on it in about three hundred words. Try to make your report good enough to be accepted for publication in your school newspaper or magazine.

234. Giving a Summary, or Précis

A summary, or précis (pronounced *praysee'*), is an abstract, or a synopsis, of something that we have heard or read. It may be oral or written, close or free. A full synopsis, or close summary, must contain *all* important details, whereas a free summary includes only the essential points or the most significant incidents.

The essence of a paragraph can usually be given in one or two well-made sentences. The following examples illustrate how the contents of a paragraph may be summarized:

Summary in one sentence. Since man feeds on plants and animals, and, like plants and animals, builds his body directly or indirectly out of soil, water, and air, it is true that man is made of earth. (See the second specimen paragraph under B in Exercise 208.)

Summary in two sentences. The captain of our ship told me that once on a foggy night, as he was sailing across the banks of Newfoundland, his ship struck an anchored fishing schooner broadside and sank her and all her crew. Though he and his men searched the sea for several hours, they never saw or heard anything more of the unfortunate fishermen. (The original paragraph contained sixteen sentences and was almost a page in length.)

We daily make use of summaries. In a condensed narrative we relate to others what we have done, seen, and heard. We give them a synopsis of something that we

have read in a newspaper, magazine, or book. In recitations and in examinations we summarize the details required to answer the questions. So useful is this type of composition that we should train ourselves in giving summaries that are accurate, clear, and concise.

Exercise 352

Your teacher will read to you a parable called "The Test." When you have heard the parable, read the following close summary of it. Does it include all important points of the narrative?

An elderly stranger, while passing the garden of an aged peasant and his wife, heard them blaming the curiosity and disobedience of Adam and Eve for their own misfortune in having to work hard in their old age. The stranger stopped and, after learning from them their story, offered them a cottage on his estate, where they might live as his guests so long as they were contented. They eagerly accepted his offer and next day went to the cottage provided for them. Their host, having made them comfortable and happy, exacted of them one promise, namely, that they would not touch or open a small box that he placed on a corner shelf. For a time they were very happy and kept their promise; but, having nothing to do, they gradually became curious about the contents of the box. One day they touched it; then later they shook it; and finally they opened it, liberating a small mechanical mouse. At this point their host entered, discovered their disobedience, and told them to return to their own shabby little abode. Their failure to stand the test made them think more kindly of Adam and Eve.

Exercise 353

Select three specimen paragraphs in Chapter XVI, and write in one to three sentences an accurate summary of each. Before you attempt to summarize a paragraph, read it several times and study it until you have grasped the principal idea or ideas.

Exercise 354

Give a close oral or written summary, in not more than two hundred words, of one of the following:

1. A talk given at a recent assembly.
2. A story that someone recently told you.
3. A story that you read in a magazine.
4. An assignment in history, civics, or general science.
5. One act of a play that you are studying.

Exercise 355

Write a free summary, in not more than one hundred words, of one of the following:

1. A Greek or a Roman myth.
2. A Norse myth.
3. A story from the Old Testament.
4. A parable from the New Testament.
5. A legend or a folk tale.
6. One of Æsop's fables.
7. An anecdote recently heard or read.
8. An article read in a newspaper or a magazine.
9. A short story or a narrative poem.
10. A topic discussed in your history.
11. One of Lamb's "Tales from Shakespeare."
12. A book assigned for home reading.

235. Writing Autobiographies and Biographies

An autobiography is a summary. In a concise narrative we attempt to tell our hearers or readers who we are. We select and present in the order of their occurrence in our life those events that will give them a clear understanding of us. In a complete autobiography it is necessary to include the principal happenings in our life from infancy to the present. In a partial autobiography we confine ourselves to the definitely limited period indicated in our title; as, "My Autobiography as a High-School Pupil."

A biography is an account, given by someone else for the purpose of informing hearers or readers, of the chief events in the life of the person chosen as a subject. Like an autobiography, it is a more or less condensed narrative, a summary. Similarly, it may be complete or partial. In a brief biography, such as we shall write in school, we should include only significant events, and to each of these we should devote space in proportion to its importance.

Exercise 356

Using the main topics provided in one of the following outlines, select from your personal history the necessary subtopics, and write either a complete or a partial autobiography in not more than five hundred words:

My Autobiography

1. My babyhood.
2. My early childhood.
3. My first four years in school.
4. My two years in grammar school.
5. My three years in junior high school.

My Autobiography as a High-School Pupil

1. My first year in junior high school.
2. My second year in junior high school.
3. My third year in junior high school.
4. My first year in senior high school.

Exercise 357

Impersonating a pet or some other animal that you or your family own, write or give orally your autobiography. Try to relate everything from the point of view of the pet or animal chosen.

Exercise 358

Read one of the following autobiographies, and summarize briefly the principal events in the life of the writer:

1. Benjamin Franklin's "Autobiography."
2. Mary Antin's "Promised Land."
3. Jacob Riis's "Making of an American."
4. Edward W. Bok's "Americanization of Edward Bok."
5. Michael Pupin's "From Immigrant to Inventor."
6. An autobiography of your own choice.

Exercise 359

In the following brief biography, which was written by a high-school pupil, are the events properly selected and arranged? Do you get a clear understanding of the life and character of the writer's mother? Make an outline showing the topic of each paragraph.

My Mother

On December 12, 1892, my mother was born in a little village in Iowa, where her father was principal of the school. At a very early age she showed a talent for music. Before she was five, she had learned to play on the old square piano that had been the cherished possession of her father's mother. Though her parents were poor, they gave to her, their only child, all the advantages that they could afford.

When she was seven years old, the family moved to Springfield, Illinois. Fortunately their next-door neighbor there was a kindly old German musician. When he discovered my mother's love of music, he gave her lessons free. That same year she entered school, but her greatest interest was music. Before she was twelve, she had played in a number of public concerts.

In 1905 she went with her parents to live in St. Louis. Here she continued to attend school, but music and elocution received most attention. On her sixteenth birthday she was overjoyed by the

gift of a new piano. Within a year, however, she lost her father. Having to support herself and her mother, she began giving music lessons to the children of the neighborhood. With two of her musical friends she took part in public concerts and gave readings.

When she was eighteen, she met and married my father, who was a member of a Lyceum quartet in Kansas City. As accompanist and reader she traveled with the quartet for two years on Chautauqua tours. The next year I was born, and mother had to give up her work.

In 1917, when the United States joined the Allies in the World War, my father went to France as a Y.M.C.A. worker, and mother and I came to St. Louis to live with grandmother. Fifteen months of hard work and exposure broke my father's health, and in August, 1918, he died.

Father's death was a great blow to my mother. For several months she was ill; but as soon as she had regained her health, she bravely set about trying to earn a living for the three of us. Fortunately she had learned to play the pipe organ, and through the influence of some of her friends she secured the position of organist at St. Stephen's church. Six afternoons a week she played in one of the largest theaters. She was now earning a comfortable living, but after a time the heavy strain began to affect her health. Contrary to the advice of our physician, she insisted on keeping every engagement. On New Year's Day, 1923, she was stricken with influenza. Three days later she was dead.

In the estimate of the world, perhaps, my mother did not accomplish anything of note. Her dream of becoming a great musician she failed to realize, but her brave effort proved her character. During her brief life of thirty years she made hosts of friends and brought happiness to many people. To me her courageous struggle will always be an inspiration.

Exercise 360

Make a careful study of the life of one of the following persons. Select and arrange by means of a good outline the most important events in the life of the person chosen, and write a biography of not more than five hundred words.

1. One of your parents.
2. One of your grandparents.
3. An uncle or an aunt.
4. A sister, brother, or cousin.
5. A classmate or chum.
6. A former teacher.

236. Explaining Methods and Processes

Almost every day we tell someone how to do something or how something is done. In giving directions, making

A Practical Lesson in Rug-Making

recitations, writing examinations, and giving reports we often explain methods and processes. In such explanations we are concerned chiefly with answering the questions What? and How? The steps in any process we should explain in the order of time. The following suggestions will help us in planning and in giving explanations:

1. Be sure that you fully understand the method or process that you attempt to explain.
2. Plan your explanation by means of a brief outline.
3. Make each explanation simple, full, and complete, but as concise as possible.

4. Be clear and specific in all your statements. Assume that your hearer or reader knows very little, if anything, about your subject.
5. If you must use any technical words, make their meaning clear by defining them.
6. Use a model, diagram, picture, drawing, map, etc., if it will help you to make your explanation more vivid.

Exercise 361

Examine as explanations of methods and processes the following specimens already studied: (1) "How to Play Scrimmage Ball," Exercise 312, and (2) "Our School Banking System," Exercise 335. Is each explanation clear and complete? Examine again the outline of "How to Play Scrimmage Ball," section 219. Make an outline showing the principal topics of "Our School Banking System."

Exercise 362

Read the following explanation of a process. Do you find it clear and complete?

How Yeast Causes Bread to Rise

Yeast is a fungous growth consisting of minute vegetable cells that develop or increase by germination. When we make bread, we begin by mixing together in the right proportions flour, water, yeast, and sugar. The resulting mixture is then set aside in a warm place for a few hours to rise. The heat hastens the multiplication of the yeast cells, which cause the sugar to undergo alcoholic fermentation. At the same time thousands of minute bubbles of carbon dioxide gas are formed, and these cause the mixture to expand, or rise. When the dough has been prepared by adding the proper ingredients to the sponge (as the mixture is now called), it is likewise set aside in a warm place to expand through the action of the yeast. When the dough is finally baked, the heat of the oven produces further expansion of the gas in the

bubble spaces. The baking process evaporates the alcohol and liberates the carbon dioxide gas, leaving the bread light and porous.

Exercise 363

After making a good outline, explain orally or in writing, as your teacher may assign, one of the following processes. If you need a model, diagram, picture, or drawing to make your explanation more vivid, prepare one and bring it to class.

1. How to Make a Mechanical Toy.
2. How to Make an Apron or a House Dress.
3. How to Prepare Some Article of Food.
4. How to Make Cement Blocks.
5. How to Train a Pet Animal.
6. How a Meeting of Your Club is Conducted.
7. How a Boy or a Girl Becomes a Scout.
8. How to Make Friends with Birds.
9. How to Perform Some Experiment in General Science.
10. How to Pasteurize Milk.
11. How to Make a Batik Scarf.
12. How Some Unusual Industry is Conducted.
13. A process of your own choice.

Exercise 364

Give an oral or a written explanation, as your teacher may assign, of one of the following processes, using as an illustration the picture to which a page reference is given:

1. How to Play Doubles in Tennis (see the picture on page 419).
2. How to Play Ice Hockey (see the picture on page 488).
3. How to Make a Hooked Rug (see the picture on page 479).
4. How a Radio Play is Broadcast (see the picture on page 541).
5. How to Train a Horse to Jump (see the picture on page 451).
6. How to Train a Hunting Dog (see the picture on page 515).
7. How the Ocean Patrol Destroys Icebergs (see the picture on page 299).

237. Discussing Facts and Ideas

In school and out of school we comment freely on many facts of interest to us and readily express our opinion on a great variety of topics. Hundreds of topics suggest themselves in our study of literature, history, civics, art, music, general science, agriculture, and physical education. Hundreds of others arise out of our daily social, industrial, economic, moral, and religious life. Certain facts we merely explain, adding little, if any, comment; but more often our topic will call for some discussion, in which we set forth our ideas and state our opinions. We can get a great deal of very profitable training in this type of composition through private and group conversations and by writing letters. Thoughtful discussion not only improves our power of expression but also clarifies our thoughts and adds to our stock of knowledge.

Exercise 365

Examine closely each of the following discussions, which were written by high-school pupils. Observe how each subject is developed. Point out the topic sentence of each paragraph, and notice how the thought of each paragraph is clearly set forth.

The Danger of Being Satisfied

One reason why we do not grow into doing bigger things is that we are too easily satisfied with ourselves. How can we do our job better if we think we are doing it well enough? If we measure ourselves by what we have already done, we are not progressing. We ought to think of how much more we could accomplish by working harder and then go at our job with even greater energy. We want results, but we dislike putting forth the effort to bring about those results. Or, worse still, we are too lazy even to desire better things for ourselves. As soon as we think we are doing well enough, we have stopped growing.

Those who are really successful never, in their own estimation, reach the top, for the thing they want keeps moving away as they approach it. The more they achieve, the larger are their ideas of what they want to do. The big question is not "Have I done enough?" but "In what direction am I going, and, at the rate I am going, what are my chances of getting there?"

Legacies

It is not only the rich man who makes bequests; I do and you do. Riches are not the only thing that is bequeathed; character, wisdom, and courage, all more important than riches, are also left as legacies. When I am gone, who will inherit my character? Will this character help him or ruin him? Courage — what courage have I shown in my life? Will my courage make someone else more courageous? When my thoughts are passed on to someone else, will he find them clear enough and useful enough to help him in his life, help him to live more happily? This is a bequest which cannot be avoided, a bequest which must affect the very lives of those who follow us. By every thought, by every deed, by every word I speak, by the look in my eyes, by the tone of my voice, I am writing my will.

Not long ago, only yesterday it seems sometimes, a bequest was left to me, and it has affected my life. The bequest that was left in part to me was a fine, strong character. I only hope that I have benefited by it or that time will see that I do. The courage left has given me more courage in many things that I have found difficult and sometimes impossible. I was not the only person who gained by the acquaintance now gone, but never lost, for my family received many wonderful letters in testimony of the beautiful character my sister possessed and of the good fortune of friends who knew her. In every way she was admirable. Her bequest was one that we are all proud to have inherited.

Exercise 366

Your class will be divided into groups of three to five pupils. To each group will be assigned one of the following topics, to be discussed informally in a group conversation

at the next meeting of the class. One member of each group will lead the discussion, and the other members will contribute their part. Think about your subject, get all the information you can relating to it, and do your best to help your group to give an interesting discussion.

1. What We Owe to Benjamin Franklin.
2. Some of the Principal Uses of the Radio.
3. The Use of Motion Pictures in Schools.
4. Some Contributions of Science to Health.
5. The Effect of Imitation on One's Use of English.
6. Some Qualifications of a Good Athlete.
7. Uses of Electricity in the Modern Home.
8. Ignorance as an Enemy of Health.
9. What I Think of Our School Paper (Magazine).
10. How Some Pupils Hinder Themselves in Getting an Education.

Exercise 367

Discuss one of the topics given below in a carefully prepared oral or written theme, as your teacher may assign.

In this theme you will be heavily penalized for any mistakes in the choice of words.

1. My Favorite Character in Fiction.
2. Drawing as an Aid in Other Courses.
3. Some Causes of Crime in Our Community.
4. The History and Meaning of Our State Flag.
5. Our Greatest Living American.
6. The Radio as a Means of Public Education.
7. How Our School Can Help in Decreasing Crime.
8. My Favorite Poet and My Favorite Poem.
9. The Value of School Dramatics.
10. Do High-School Pupils Voluntarily Read Good Literature?
11. The Greatest Man in the History of American Agriculture.
12. The Importance of Dancing in Physical Education.
13. How a Chamber of Commerce Benefits a Town.
14. Why I Want to Become a ——.
15. A topic of your own choice.

Exercise 368

Select one of the subjects suggested below, and, after thinking about the subject and turning it over in your imagination for some time, write a plausible and entertaining discussion of it. Try to make your discussion so entertaining that it will be accepted for publication in your school newspaper or magazine.

1. Modes of travel (communication) in the year 2000.
2. Will the radio and motion pictures take the place of books in schools?
3. How will television and the radio plays affect the theater?
4. What would our pets and other domestic animals say about us if they could talk?
5. What would happen if everyone always told the truth?
6. A subject of your choice approved by your teacher.

Exercise 369. Extra Credit

You doubtless enjoy listening to good informational talks over the radio. You probably have a secret ambition to stand before the microphone and broadcast a talk of your own. Why not choose a good subject that you can present clearly and entertainingly, and prepare a five-minute talk to be given as a radio broadcast? You may give it first before your class, and then, if your classmates and your teacher think it good enough, you may be called on to give it before the entire school at an assembly. It may be possible, in some instances, for the principal of the school to arrange to have the best talks given as real broadcasts through a local radio station.

You may select a subject from one of the exercises in this chapter, or you may use a subject of your own if it is approved by your teacher.

CHAPTER XXI

Speaking and Writing to Convince or Persuade

238. Conversational Argument

In our efforts to induce other persons to think as we think, to do something that we want done, or to allow us to carry out some desirable plan, we take part daily in conversations in which we use informal argument. Many of us have become, through frequent practice, rather skillful in the use of conversation to convince or persuade our associates. As we have perhaps learned from experience, effective conversational argument requires that we think clearly, that we choose and stick to the main point or points of disagreement, and that we speak forcefully.

Exercise 370

Study the following specimen of conversational argument. Point out the principal reason or reasons given by each speaker. Does Mary *convince* her mother? Does she *persuade* her? Explain your answer.

"Mother, may I subscribe for the *Record*?"

"I'm afraid not, Mary. Buying clothes and school supplies for you and the other children has been a great expense."

"But, mother, all the other boys and girls are subscribing. Besides, it costs only a dollar."

"I know, but you haven't a dollar, nor do I feel that I can spare it."

"Helen and Louise have already subscribed, and they'll think it's selfish of me if I don't subscribe."

"Oh, no, they won't. They'll let you read their papers, I'm sure."

"I couldn't do that. Besides, I want to subscribe myself, so as to help my room get a hundred per cent subscription. You know, our school motto is 'Loyalty and Service,' and I want to live up to it by being loyal and helping all I can."

"That's very commendable, Mary. It hurts me not to be able to give you the money."

"Oh, mother, let me earn it! I'll wash dishes for a month, I'll do anything, to earn the dollar."

"Very well, if that is what it means to you, I'll lend you the money, and you can repay me out of what you earn during the Christmas vacation."

"Mother, you're a dear. Thank you ever so much. I'll wash dishes anyway, and not complain, just to prove how grateful I am."

Exercise 371

With a classmate carry on a conversational argument suggested by one of the following situations. Make your arguments appropriate to the speakers and the occasion.

1. A classmate wishes you to attend a motion-picture play, but you need the time to prepare an assignment.
2. You are opposed to Marvin Crawford as a candidate for a class office. A classmate intends to nominate him at the meeting tomorrow.
3. You are in the office of the principal, seeking permission to change your course of study.
4. You wish to use the family car at the same time that your sister has planned to use it.
5. You wish to spend the week-end with a friend, but your mother does not approve of your going.
6. The coach of an athletic team in your school has removed a boy from the team. You uphold the coach, but a friend of yours considers the action unjustified.
7. A situation that you may select or that your teacher may suggest.

Ice Hockey — An Argument in Action

239. Group Discussions

Taking part in informal group discussions, whether at home, in class, or in a school club, is one of the best means of training ourselves in the practical use of argument. The give and take of free discussion sharpens our wits. Likewise, making impromptu talks in support of one side or the other of the topic that is being argued helps us to develop greater effectiveness in speaking.

Exercise 372

Discuss in class several of the following topics. The first volunteer speaker who supports the question will be the leader of his side of the argument. The first speaker who opposes him will be the leader of the other side. Do your best to contribute at least one good point favoring or opposing the topic under discussion.

1. A Lie Is Never Justified.
2. Girls Are Better Students than Boys.
3. Our School Devotes Too Much Time to Athletics.
4. Motion Pictures Hinder Pupils in Getting an Education.
5. The Radio Will Soon Supplant Schools.
6. Our State Should Not Supply Free Textbooks.
7. A College Education Is a Waste of Time and Money.
8. All Social Clubs in Our School Should Be Abolished.
9. Automobiles Should Not Be Sold on the Installment Plan.
10. A Country Boy Is More Likely to Succeed in Life than a City Boy.
11. Our School Should Have Student Self-government.
12. The Sale and Manufacture of Cigarettes Should Be Prohibited by Law.
13. Our State Should Impose a Tax on Gasoline to Build and Maintain Thoroughfares.
14. One Senator from Each State Should Be a Woman.
15. Science Is a More Practical Study than History.
16. There Should Be Uniform Traffic Laws Made and Enforced by the United States Government.
17. An Education Is Necessary for Success in Business.
18. Prohibition Has Improved Economic Conditions in Our Community.
19. All High-School Pupils Should Be Required to Wear Uniforms until the Senior Year.
20. Topics suggested by members of the class.

240. Selling Talks

Salesmanship is the procedure by which we lead a person to buy some commodity or service that we have to sell. We likewise employ salesmanship to induce someone to accept an idea or a course of action that we recommend and then to act accordingly. Successful salesmanship demands skill in the use of argument. It must be made to appeal directly to the person or persons to be influenced; and it must not only convince but, by persuasion, lead to action, for the purpose of salesmanship is to make a sale.

Personal salesmanship, which is conducted by word of mouth, may take the form of either a conversation with the prospective customer or an uninterrupted talk by the salesman. Before attempting to make a sale, we should plan carefully what we are going to say; that is, how we shall greet or approach our customer or customers, what points we shall need to explain about the commodity, idea, or course of action that we are trying to sell, what selling points we shall stress in our conversation or talk, how we can best support these points by evidence, and how we can lead him or them to action.

In attempting to sell a commodity, an idea, or a course of action, we should proceed by these four steps:

1. By a pleasing approach, greeting, or introduction, get your hearer's attention.
2. Arouse his interest by explaining briefly and clearly what you have to "sell."
3. Present truthfully, in the most forceful argument that you can devise, the reasons why he should buy or accept what you have to sell.
4. Lead him by persuasion, if necessary, to desire so much what you offer that he buys it or accepts it.

Exercise 373

In conversation with a classmate, who will impersonate a prospective buyer, sell him or her one of the following commodities. Plan in advance what you will say, and do your best to make a sale. Proceed in your talk by the four steps mentioned above.

1. The school paper.
2. A radio set.
3. A farm product.
4. A bicycle.
5. A canoe.
6. A camera.
7. A book.
8. A watch.
9. A ticket.
10. A picture.
11. A stamp album.
12. Home-made candies.
13. A silk scarf (tie).
14. A pair of binoculars.
15. A pair of shoe skates.

Exercise 374

In the following talk a high-school pupil is trying to "sell" his classmates what he considers a better course of action. What is the purpose of the first paragraph? In what sentence in the second paragraph has he stated what he is attempting to prove? What reasons does he give as proof? Are they arranged in the most effective order? Is the strongest reason given last? Do you think of any good reasons that he omitted? Does he make a "sale"? If not, what improvement can you suggest?

Don't Be a "Thumb-Wagger"

"Thumb-wagger" is the name given to a person who begs a ride in an automobile. "Thumb-waggers" are too miserly to spend car fare to ride in a trolley. Though most of them need the exercise of a good walk, they are too lazy to take it.

Boys and girls who beg rides in some passing car are very unwise. Rarely do they know what kind of man the driver is. He may be wholly reliable, but sometimes he is not. In our newspapers we often read of the kidnaping of some young person who has made himself or herself an easy prey by begging for a ride. Many drivers are reckless, too, and then both driver and passenger may be seriously injured in an accident.

Another danger to which "thumb-waggers" subject themselves is that of being hit by an unsuspecting driver or an unexpected car. Besides, boys and girls who stand in the street or on the side of the road are a menace to traffic. Often a car is smashed and the driver injured by being forced to swerve quickly to one side to avoid striking a "thumb-wagger."

Young people who loiter about the street corners begging for rides are certainly no credit to the school that they attend or the community where they live. They injure the reputation of their school and their home. They are undesirable citizens. Let us, therefore, stop "thumb-wagging," and either use our own good legs or ride honestly in a street car.

Exercise 375

"Sell" one of the ideas or courses of action mentioned below to the members of your class. Make your argument clear and forceful. Do your best to make a "sale"; that is, convince your hearers and lead them to action.

1. Motion pictures in the weekly assembly.
2. Reading a good book that you have enjoyed.
3. The organization of a school orchestra (band).
4. A college education.
5. Sportsmanship in all school activities.
6. "Safety First" for pedestrians.
7. More contributors to the school paper.
8. A newspaper (magazine) club.
9. Higher ideals of school citizenship.
10. Better manners in public places.
11. Greater respect for public property.
12. More depositors for the school bank.
13. A question of current interest in your community.
14. Strict honesty in all school work.
15. A citizenship club for foreign-born classmates.
16. A topic of your own choice.

241. Forum Letters

A forum letter is a letter written for publication in a newspaper or a magazine. It may deal with any subject that is of interest to the writer and to a portion, if not all, of the readers of the periodical in which it appears. It may be written to explain, to convince, or to persuade. Most forum letters are, however, informal arguments, for usually the writer has a grievance to make known or he proposes some reform or change that seems to him desirable. A forum letter may be signed with the writer's real name, with a fictitious name, or with a descriptive word or phrase. If a fictitious name is signed, the real name should accompany the communication.

Exercise 376

Examine as an informal argument the forum letter given below, which was printed in a high-school magazine. Does the writer attempt to convince or to persuade his readers? What evidence does he use?

Dear Letter-Box Editor:

We, the pupils of the Franklin High School, cannot maintain the high standards of neatness and sanitation of our school unless we get rid of certain pupils who have bad habits, or they get rid of their bad habits. Fortunately such pupils are in the minority, but their bad habits are offensive to others and injure the reputation of the entire student body.

Drinking fountains are placed in our halls for the convenience of the pupils. When they fail to function properly, everyone complains. At present they are in good working order, but they may soon become clogged again if certain careless pupils insist upon using them as wastebaskets. Furthermore, is there anything more disgusting when you lean over, all set to quench your thirst, than to see a collection of balls of tin-foil, bits of apple skins, and wads of chewing gum cluttering the base of the fountain?

We have all heard of the man who walked up to a box bearing the words "Deposit Waste Here" and asked a passer-by if it was a letter box. Some of our gum-chewers, when they go for a drink, should ask themselves, Is this fountain the place for depositing refuse? On second thought they might use a wastebasket.

Habits are only the doing of the same things over and over again. But habits can be broken. What are you going to do about this one? — *A Thirsty Pupil*

Exercise 377

Using a subject that is of interest to you and to your schoolmates, write a forum letter in which you use informal argument in condemning, attacking, or defending some custom or a certain type of conduct, or in recommending some change in present conditions. After your letter has

been discussed in class, improve it in any way that you can, and then send it to the editor of your school paper.

In your letter you will be heavily penalized for any errors in capitalization and punctuation.

242. Editorials

Editorials are, in general, the printed opinions expressed by the editor of a newspaper or a magazine or by members of his staff.

In an expository editorial the writer may explain, interpret, or discuss any topic that he considers of interest to his readers. On one occasion he may seek to instruct or advise them concerning an important question; on another he may praise some worthy action and commend the person or persons responsible for it.

In an argumentative editorial the writer may condemn some recent action, attack some contemplated project that he believes unwise, defend a custom, an action, or a practice that has been adversely criticized, or recommend a change or a course of action that, in his opinion, will bring about a better condition of affairs. In all such editorials he uses, as a rule, informal argument.

Exercise 378

Read again in Exercise 365 the expository editorial on "The Danger of Being Satisfied." Then select from your school paper, your local newspaper, or a weekly magazine two or more good expository editorials. Be prepared to explain the aim of the writer of each of your selections.

Exercise 379

Read the following editorials, which appeared in high-school magazines, and then answer the following questions: What is the writer of each trying to prove? What reasons

Three Against One

does he give as proof? Is the writer's chief purpose to convince or to persuade? Explain your answer. What improvement, if any, can you suggest?

Education Conquers Everything

Education is the surest stock on the market. It is the only way in which you can invest your time during your early years and be certain that you will receive lifelong returns.

Are you shy and lonesome? If so, get an education. You are wrong in your idea if school means to you merely hours and hours of drudgery. School offers you the dearest thing in the world, and that is friendship. And what good is friendship if it does not draw out your inner self? You make friends at school, and these friends lighten your lonely hours.

Do you wish to succeed in business? Of course you do. If a man offered you five thousand dollars on condition that you give him six or seven hours of your time daily, for four years, and if

this time was to be devoted to very interesting work that would be a great aid to you, would you accept it? Doubtless you would, for such an unusual offer would seem to you to be a wonderful opportunity.

But if a man offered you a high-school education under these same conditions, how many of you would scorn the proposition? We know a great many students who are doing just that. They are refusing to reap the benefits that would surely be theirs if they would but make the effort to gather them in. Nowadays, when so many business men are demanding college graduates, how high in the world of business do you honestly believe that anyone will go who has not even a high-school diploma? Therefore, if you hope to succeed in business, get an education.

Do you wish to succeed in life? Without a doubt, you do. But how can you succeed without the aid of friends, who are the very roots of existence; without social activity, which is the water of life; and without an education, which is the very earth beneath you?

Go to school as long as you possibly can. Your city has generously provided schools in which all its thousands of boys and girls have an equal opportunity to try for a high-school diploma. Don't neglect your opportunity, but meet it halfway. Remember that education conquers everything. Think it over.

An Optimistic View of the Depression

Why grumble about the present economic depression? Complaining will certainly not improve conditions. And, after all, there are many things that are enjoyable and worth while that the depression has not touched. Many of us are poorer financially than we ever were before, but we are young and healthy and still enjoy the use of all our faculties. If we had more money, we should probably spend it extravagantly on luxuries and skimp on necessities. As it is now, we are forced to live more simply and sanely, and wise spending is developing in us a better sense of values. We are learning habits of thrift, and we are depending more for our happiness and well-being on our own individual resources. It sometimes takes a severe jolt, such as the present one, to make people realize how well off they are and how much they have come to depend upon the power of money.

Exercise 380

Select two good argumentative editorials from your school paper, your local newspaper, or a weekly magazine. What was the aim of the writer of each? State what the writer of each has tried to prove, and discuss the editorial as an informal argument.

Exercise 381

Using subjects that are of current interest in your community, write for your school paper or magazine (1) an expository editorial and (2) an argumentative editorial.

In your editorials you will be heavily penalized for any misspelled words.

243. Narrative Informal Arguments

Fables, parables, and other anecdotes are oftentimes used to illustrate and emphasize a general truth. If the illustrative narrative is highly appropriate and forceful because it applies at all times and in all places to the persons concerned, it may serve as an effective argument to convince and persuade our hearers or readers. Narrative informal arguments, such as fables and parables, are often used as an impressive method of teaching others.

Exercise 382

The following anecdote from Æsop's Fables illustrates and forcefully emphasizes the general truth "In union there is strength." After you have read this fable, relate another that is familiar to you and state what general truth it teaches.

A certain man had several sons who were always quarreling one with another. Try as he might, he could not get them to live together in harmony. He determined, therefore, to convince them

of their folly. Bidding them bring him a bundle of sticks, he invited each of them in turn to break it across his knee. When all had tried and failed, he undid the bundle and handed them the sticks one by one. Now they had no difficulty at all in breaking them. "There, my boys!" said he. "United, you will be more than a match for your enemies; but if you quarrel, your weakness will put you at the mercy of those who attack you."

Exercise 383

The narrative composition "The Test," which your teacher read to you in connection with Exercise 352, may be considered a parable. It illustrates and emphasizes this general truth: "People of the present are as easily tempted as Adam and Eve were in the beginning." After re-reading the summary of "The Test" in Exercise 352, relate a parable from the New Testament that illustrates and emphasizes one of the following general truths:

1. He who makes faithful use of his talents succeeds.
2. Those persons who are diligent in preparing themselves are able to profit by opportunities when they come to them.
3. It is the nature of a parent to be loyal to his wayward child and to forgive his follies if the child is truly repentant.

Exercise 384

Write an original fable or parable, or relate a true story, that forcefully illustrates or proves the truth of one of the statements given below.

In your fable or parable you will be heavily penalized for any errors in the agreement of the predicate verb with its subject.

1. The best argument for clean living is a clean life.
2. A flatterer rarely deceives anyone but himself.
3. He laughs best who laughs last.
4. If you would have a friend, be a friend.

5. He who would govern others must first be master of himself.

6. The evil that men do lives after them.

7. If you wish a secret kept, keep it.

8. A guilty conscience is its own accuser.

9. A person is judged by the company he keeps.

10. Experience is an excellent teacher, but the tuition that one pays is often very high.

11. Unless you respect yourself, no one else will respect you.

12. People who do things are rarely great talkers.

13. A coward often seeks to deceive others by his boasting and bullying.

14. A vain person is an easy prey for his enemies.

15. Persons who are habitually suspicious of others usually have something that they themselves wish to hide.

CHAPTER XXII

Speaking and Writing to Entertain

244. Entertaining Ourselves and Others

Most of us speak and write far more often to entertain ourselves and others than we do to give them information or to convince or persuade them. We enjoy telling of what we have done, what we have experienced, what we have observed, and what we have imagined. We find pleasure, too, in retelling what we have heard or read. Whether we relate a story, describe what we have observed, or acquaint others with our opinions and meditations, we should at all times do our best to make what we say clear, vivid, and entertaining.

Exercise 385

Almost any subject, no matter how slight or commonplace it is, may be made entertaining if it is properly presented. As an illustration of this statement, examine the specimen given below. Do you find it amusing and enjoyable?

The Malady of Er

Have you ever met anyone afflicted with the Malady of Er? Possibly it was not called the Malady of Er, but may have been masquerading under the name of Unpreparedness or Bashfulness. But, after all, what's in a name? I'm sure you have met victims of this deplorable malady, no matter by what name it was called.

High-school pupils seem very susceptible to it. On days of oral compositions its victims are most numerous. I have known some pupils who have been completely overcome by a violent attack. Only yesterday I observed a very severe case. A teacher, expecting to hear an interesting talk, called on one of her pupils to recite. The pupil walked boldly to the front of the room and took his stand before the class. Then the preliminary symptoms began to appear: his cheeks became flushed, his lips formed an uncertain smile, and his eyes roved from one part of the room to another. He took a deep breath and shifted his weight to his left foot, then back to the right. At last, slowly and painfully, a word formed on his lips. Now the dreaded malady appeared. In this fashion the pupil began: "My-er-talk-er-today-er-is-er-er-er-er-on the-er-subject of-er-er-er" (a long pause). Then the cruel, unsympathizing teacher said: "You may return to your seat. You will report for two afternoon sessions." (It is too bad that teachers are so unsympathetic, but this was a very severe case. The malady is contagious, too, and isolation of victims in afternoon sessions is necessary for the protection of the other members of the class.)

I have heard that the Malady of Er can be cured by a mixture of Preparedness, Self-confidence, and Animation. If you would like to know how this mixture is made and administered, just call at the office of Doctors Ambition, Conscience, and Work, and I'm sure they will gladly give you the prescription. — *Written by a High-School Pupil*

245. Our Enjoyment of Conversation

With how many persons have we carried on conversations during the past twenty-four hours? In how many of these conversations have we related some incident or retold some anecdote, joke, or bit of gossip? In how many have we described some person, place, animal, or object? In how many have we commented on something in our own conduct or in that of others that we have found interesting or amusing? In more than half of our daily conversations we talk to entertain ourselves and others.

Exercise 386

Your class will be divided into groups of three to five pupils. To each group will be assigned one of the topics given below as a subject for a group conversation. Remember that your purpose is to entertain your hearers. All conversations should be informal, each member of the group contributing his bit when he sees an appropriate opening.

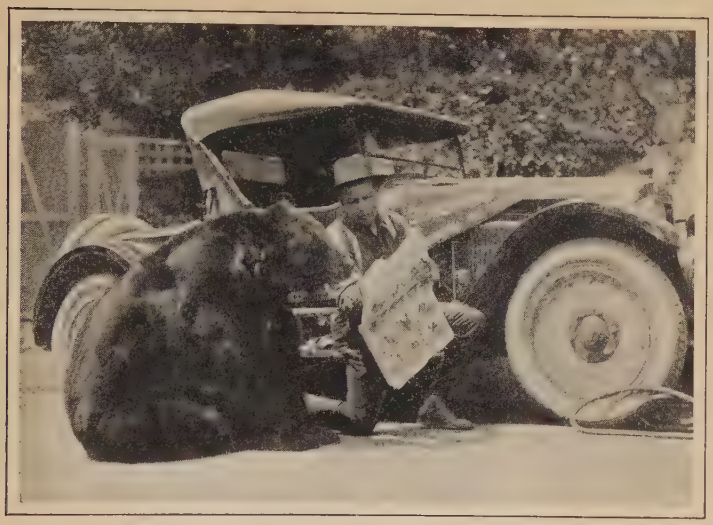
1. Queer Customs.
2. Odd Superstitions.
3. Unusual Pets.
4. Circus Stunts.
5. Keeping a Secret.
6. My First Day in School.
7. My Younger Brother (Sister).
8. What I Most Enjoyed in —— (a play).
9. Words That I Dislike Most.
10. Types of People We Could Do Without.

246. Jokes

To be fully enjoyed, a joke must be well chosen and well told. In selecting it, we should show good taste and due regard for the feelings of others. It should always be appropriate to the occasion or the topic of conversation, and should be fittingly introduced. Though it is very concise in form, it tells and suggests a complete little story. It explains briefly or implies the situation, acquaints us with the characters, makes known the time and the place (if these are important), instantly catches our interest, quickly creates a momentary suspense, and soon relieves this suspense by giving us in the final sentence the point or outcome. To reveal the point before the end is to spoil the joke.

Exercise 387

Read the following specimen jokes. Which of the fundamental questions Who? When? Where? What? Why? How? are answered in each joke? What is the situation in each? What momentary suspense is created in each? What sentences give the point or outcome?



The Bear: "What's Funny about That?"

A Great Ideal

Little Johnnie had a couple of bantam hens, who were laying very small eggs. He decided that something should be done about it. Going next morning to the fowl run, Johnnie's father was surprised to find an ostrich egg tied to one of the beams, and above it a sign with these words: "Keep your eyes on this and do your best!" [1]

Generous

A Chinaman was visiting Yellowstone National Park in the winter. He had tramped for some miles along a mountain walk covered with snow. Looking back over his shoulder, he saw a bear sniffing at his tracks and rapidly gaining on him.

With a shrill yell, the Chinaman began to run. "You likee my tlacks? I makee you some more." — *The American Boy*

[1] From *The Scholastic*, December 10, 1927. Used by permission of the Scholastic Publishing Company.

Questions

An Irishman and an Englishman were waiting for a train, and, to pass the time away, the Irishman said: "I will ask you a question, and if I cannot answer my own question, I will buy the tickets. Then you ask a question, and if you cannot answer yours, you buy the tickets."

It was agreed.

"Well," said the Irishman, "you see those prairie dogs' holes out there (pointing to a distant prairie-dog town). How do they dig those holes without leaving any dirt around?"

"I don't know," said the Englishman. "That is your question; answer it yourself."

"They begin at the bottom and dig up."

"How in thunder do they get at the bottom?" inquired the Englishman.

"That's your question," said the Irishman. "Answer it yourself."

The Englishman bought the tickets. — *The American Boy*

Exercise 388

Bring to class three of the best jokes that you can find in your school paper, in newspapers, or in magazines. Concerning each, answer the questions in Exercise 387. Which joke do you consider best told? Why?

Exercise 389

In your own words retell orally or in writing a good joke that you have recently heard or read. The class will decide whether it is well chosen and well told.

Exercise 390

Write an original joke in which you use dialogue. Answer the necessary fundamental questions. Paragraph and punctuate the conversation correctly.

247. Anecdotes

Anecdotes, which are brief narratives dealing with a single incident, may be used, as we have elsewhere noticed, to explain, illustrate, or prove a statement. Very often, too, they are related for their own sake, as good stories, to furnish amusement. Many jokes are really brief humorous anecdotes. Like a joke, an anecdote should be well chosen and well told. The skillful use of anecdotes by an after-dinner or public speaker, by a salesman, or by persons in conversation gives pleasing variety and added interest to what is said.

Exercise 391

Examine the following anecdotes. Is each limited to the narration of a single incident? Which of the six fundamental questions does the writer of each answer?

An Impostor

I recall a somewhat amusing incident that happened when I was about ten years old. The doorbell rang, and when I went to answer it, I was confronted by a man who asked me if my mother was at home. When I replied that she was, he told me that he would like to speak to her. I called mother and remained in another room while she went to the door. When she returned, she asked me if the man had not spoken to me.

"Why, yes," I replied. "He said he wanted to speak to you. Didn't you see him?"

"Yes, I saw him," she said, with a smile. "But he didn't say anything to me. He merely handed me a card which read: 'I am deaf and dumb. Won't you please contribute a little that I may eat and find a place to sleep?'" — *Written by a High-School Girl*

Bruno and the Toad

Owing to his unusual bringing-up, Bruno had never become acquainted with the ordinary animals of the woods and fields, and so I was curious to see what he would do when he met any of

them. Down in the garden one day I found a large fat toad, and when the bear was at lunch I placed the warty creature on the ground beside the saucer from which the cub was taking his food. Being very hungry, at first he paid no attention to the intruder; but presently, as the saucer became empty, he caught sight of his curious visitor. With a jerk he raised his head, and for a moment, without moving a muscle, gazed in astonishment and with some misgiving at the strange monstrosity in front of him. His natural curiosity, however, soon overcame his doubtful frame of mind; he was a born investigator and this thing must be looked into. Very cautiously he reached forward his paw and ever so gently he touched the curious thing on the back.

The toad did as toads usually do when tickled from behind. It hopped, and with such force that it went quite over the saucer. Simultaneously the bear stood erect. He had a puzzled look of amazement and dismay on his hairy visage; he appeared to be utterly overcome with astonishment. It didn't seem reasonable that an insignificant misshapen creature like that could, with no apparent effort, cover so much ground in one leap. Bruno's paws hung inertly in front of him, and his tongue lolled stupidly from his mouth. His breath came in short explosive gasps.

Suddenly the toad hopped again, and with a *Whoof, whoof, whoof*, away ran the bear round the corner and out of sight. No more toads for him; one was enough for a lifetime![1]

Exercise 392

In your own words retell orally or in writing a good historical, personal, or humorous anecdote.

Exercise 393

Relate orally or in writing, as your teacher may assign, an original anecdote concerning one of the following. See that you answer the necessary fundamental questions. The class will decide how well you relate it.

[1] From "Wild Brother," by William L. Underwood. Used by permission of the author and of Little, Brown & Company, publishers.

1. A relative or a friend.
2. A pet or other animal.
3. A well-known invention.
4. A famous man or woman of your community.
5. An amusing blunder.
6. Making a good impression.
7. A narrow escape.
8. Getting my money's worth.
9. My first lie.
10. A practical joke.
11. A vacation incident.

248. Personal Experiences

In sharing our personal experiences with others, we may relate to them what we did and what happened, or we may entertain them by commenting on what most interests us in certain of our experiences. Oftentimes we use bits of narrative to illustrate and enliven our comments; at other times we give merely our thoughts and reflections. In relating and in commenting on an experience, we shall find that *appropriate* humor will make what we have to say much more enjoyable to our hearers and readers.

Exercise 394

In the first of the specimens given below you will observe that the writer relates a personal incident. In the second the writer comments on what interests him most in a certain experience. Notice how much the humorous style of each adds to your enjoyment.

My Circus Act

Three years ago, when I was living in another city, my uncle sent me a beautiful bay pony from his ranch in Montana. I was immensely proud of him and at once named him Prince. He was gentle and friendly and soon seemed to feel very much at home in his new quarters.

One Saturday evening, after I had had Prince for about two weeks, I decided to go for a ride along the bridle path that ran parallel to one of the residential streets fronting on the park. The street lights cast distinct dark shadows of the young tree

trunks across the path, but this fact I had never noticed before that evening. When Prince came to the first shadow, he greatly surprised me by leaping over it, as if it had been a bar or a fence. I gasped and clutched frantically at the saddle, but hardly had I settled myself before he came to the next shadow and jumped again. Since he considered it necessary to hurdle every shadow, I was kept so busy staying in the saddle that I had little time to enjoy the ride. I was also embarrassed because pedestrians, people on the trolley cars, and motorists were watching with great amusement the antics of my acrobatic pony.

When I told my family about Prince's performance, my father suggested that the pony should be named Cricket, and Cricket he was called as long as I owned him.

On many other evenings I rode Cricket along the bridle path, but never did he fail to hurdle each shadow. If he ever discovered what it was he was hurdling, he did not allow anyone to suspect it. After I had learned to anticipate his leaps and remain firmly in the saddle, I found his jumping great sport, and I believe he liked it, too. Soon I ceased to mind being observed by everyone passing along the street. In fact, if the truth be told, I rather enjoyed having spectators to watch my circus act.— *Written by a High-School Girl*

Being a Manikin

Fortunately, I have no friend so close to me that I feel obliged to act as a model for him; but, friend or no friend, I must perform this duty for my sister. Of course, I always resist and offer what seem to my masculine mind very logical arguments, but in the end I lose, and perform I must.

I can always tell beforehand when an attack of dressmaking is coming on. My sister comes home with large bundles of materials; my mother comes home with a varied assortment of needles, thread, and trimmings; my father oils the sewing machine. As for me, I do not come home at all when it is possible to stay away. Still, one must eat sometimes, and it is then that I am pressed into service.

As a model I am what every other model is not, for I simply cannot stand in one position for more than five minutes. Further-

more, I have much trouble in getting into and out of the garments. I can truthfully say that my form, whatever it is, was not made to fit into a dress. The only thing about these dresses that fits is the hem, and even with that I am always afraid to take one natural step lest I stretch it askew. However, trouble or no trouble, my sister seems to know of no other way in which to make a hem straight except by bullying her younger brother into trying the dress on. And so I stand, sweating in agony, lest I be stabbed with one of the infinite number of pins, or lest someone come in and find me in my undignified position. Were such a thing to happen, I fear that I might not survive the humiliation.

Even the most disagreeable experiences must come to an end, however, and in due time the dress hangs to the satisfaction of its future wearer. But before I can gain my freedom, I must get out of it. To see me struggle out of the dress would interest a Houdini. If you have never enjoyed such a struggle, let me inform you that there is a decided trick to the process. You raise your hands above your head and stretch upward until every bone creaks in its socket; you draw in your chin until it seems to you that you have pushed your Adam's apple to the back of your neck; finally you draw yourself in generally, to make yourself as small and as flat as possible. At this crucial moment, when you feel as if you must breathe or burst, someone relieves your suffering and restores your breath by pulling the dress up over your ears, taking no heed whatever as to whether your ears are pulled off or not.

Since my sister has taken up dressmaking, I can fully appreciate the suffering endured by poor mortals during the Middle Ages. But what are the rack and screws in comparison with the torture of getting into a half-made dress? And what is being roasted alive in comparison with the agony of getting out of a finished one?—*Written by a High-School Boy*

Exercise 395

Read again "My Experience as a Water Boy," in Exercise 210, as an example of comments on a personal experience.

Exercise 396

Using one of the topics given below, relate orally an interesting personal experience. See that your narrative answers clearly all the necessary fundamental questions. Try to enliven your account by an *appropriate* humorous style.

1. An Expensive Mistake.
2. When I Ran Away from Home.
3. When I Took the Wrong Medicine.
4. My Most Embarrassing Experience.
5. My Experience as a Detective.
6. A Fight That Failed.
7. When I Talked Too Much.
8. A Memorable Initiation.
9. My First Experience as a Hero (Heroine).
10. When the Joke Was Turned on Me.

Exercise 397

Using one of the following subjects, write an entertaining theme in which you give your comments and thoughts in somewhat the same manner as the authors of "Being a Manikin" and "My Experience as a Water Boy" gave theirs. Try to increase the reader's enjoyment by writing in an *appropriate* humorous style.

In this theme you will be heavily penalized for errors in the use of pronouns.

1. Being the Youngest Member of a Large Family.
2. Having a Doctor (Minister, Teacher) for a Father.
3. The Monotony of Being an Only Child.
4. How I Manage the Members of My Family.
5. When I Take My Little Brother (Sister) to the Movies.
6. My Experience in Teaching Girls to Drive a Car.
7. When I Go with Mother on a Shopping Tour.
8. "Bluffing Through" when I Am Unprepared.
9. What I Have Suffered because of My Name.
10. The Convenience of Being Slightly Deaf.

249. Descriptions of What We Observe

By a description we mean a picture that we give our hearer or reader by the use of words skillfully chosen and properly grouped. In an *informative description* we attempt to *identify* a person, an animal, a place, or an object by giving an accurate photograph in words. In an *artistic description*, such as we find in many stories, we try to stimulate the imagination and the memory of our hearer or reader so that he will not only *see* what we saw but will also *feel* as we felt when we beheld the original person, animal, place, or object described.

In giving descriptions, we shall find the following suggestions helpful:

1. Observe closely the person, animal, place, or object that you intend to describe. (You will write a better description if you have your subject before you as you write.)
2. Begin your description, if possible, by stating in the first sentence the general impression made on you by what you are going to describe.
3. In a brief description keep the same point of view in time and in space. In a longer description you may use more than one point of view, provided you make each change in your point of view clear to your hearer or reader.
4. Select such details as will help you to make clear your general impression.
5. Mention details according to one of the following orders: (1) *the order of observation*, that is, beginning with what you first observe and then bringing in less prominent details; or (2) *the order of space relation*, proceeding from near to far, from right to left or left to right, from top to bottom or bottom to top, from exterior to interior or interior to exterior.
6. Try to make your description vivid by using definite, picture-making words. If possible, appeal to more than one of the special senses: sight, hearing, touch, smell, and taste.

Exercise 398

Study closely the descriptions of persons given below. Notice the details that each writer chose, and observe the order in which he arranged them. Does each description give you a clear picture? Which do you consider the best word picture? Why?

1. Our football captain is a boy of athletic build who is five feet ten inches in height and weighs one hundred and sixty-four pounds. He stands erect and moves with an easy swinging stride. His head is so large that he requires a size seven and one-half helmet, and he wears a number nine shoe. In complexion, hair, and eyes he is a decided blond. He has a straight nose and a broad mouth and chin. His right eye is slightly smaller than the left. When he talks he arches his left eyebrow, and when he is worried he has a habit of elevating his chin and tensing the muscles of his neck. Below his right ear is a scar almost two inches long, and the first joint of the forefinger on his left hand is missing.

2. The cognomen of Crane was not inapplicable to his person. He was tall, but exceedingly lank, with narrow shoulders, long arms and legs, hands that dangled a mile out of his sleeves, feet that might have been used for shovels, and his whole frame most loosely hung together. His head was small, and flat on top, with huge ears, large green glassy eyes, and a long snipe nose, so that it looked like a weathercock perched upon his spindle neck to tell which way the wind blew. To see him striding along the profile of a hill on a windy day, with his clothes bagging and fluttering about him, one might have mistaken him for the genius of famine descending upon the earth, or some scarecrow eloped from a cornfield. — WASHINGTON IRVING, "The Legend of Sleepy Hollow"

3. Presently the outer door swung open. Judith had come in again. Lind Archer saw her against the dim light of the lantern that hung by the kitchen door. She had a great, defiant body, her chest high and broad as a boy's; her hair was wild-locked and black and shone on top of her head with a bluish luster; her eyes were in sullen repose now, long and narrow; her lips were rich and drooped at the corners. She wore overalls and a heavy

sweater, and stood squarely on her feet, as if prepared to take or give a blow.[1]

4. While Judith helped in the kitchen, Ellen obediently went to the organ. She sat erect and prim in her washed-out gingham dress, that had apparently shrunk and grown too small even for her narrow shoulders and uncertain breast. Her fine brown hair, that was lighter in color and much less luxuriant than Judith's, was drawn back without a relenting wave from her rather prominent, austerely white brow. Her eyebrows were exquisitely shaped and black as ink-lines. Behind the magnifying glass of her spectacles her dark blue eyes swam liquid and vague. Her raw-looking, thin fingers sought out the keys.[2]

5. David Warren was a man who stood out as a striking figure in any crowd. Tall and massive, with broad shoulders and a strongly modeled head, he was a powerful man in every way. His speaking voice was a byword over all the countryside. It is told in the general stores of a half-dozen hamlets to this day that in his young manhood he could stand on a hill and call fire warnings which could be heard throughout the valley. His arms were great bunches of bone and muscle, terminating in hands calloused and misshapen from hard labor. A white beard, which was the terror of his tiny grandchildren and the delight of the older ones, gave dignity to his weather-beaten face. From under bushy brows two bright eyes twinkled or grew steely as the occasion demanded. Fine wrinkles radiated from the outer corners of his eyes and spread over his temples and cheeks. White hair softened the aspect of his high, rugged forehead, crisscrossed by lines of worry and hardship.[3]

Exercise 399

Describe in one paragraph some person whom you know well. Select the most important details of personal appearance, and arrange them in the best natural order. Try to make your word picture vivid and entertaining.

[1] From "Wild Geese," by Martha Ostenso. Used by permission of Dodd, Mead and Company, publishers. [2] Ibid.

[3] Adapted from "David Warren," an essay written by a high-school girl, and receiving honorable mention in the Atlantic Monthly Essay Contest for 1927–1928. Used by permission of the Atlantic Monthly Company.

Exercise 400

A. You and your classmates will enjoy the game of "Guess Who This Is." Each member of the class will select some pupil, teacher, or other person about the school who is well known and, without mentioning the name of the subject, will do his best to describe him or her in one paragraph so that the rest of the class may easily guess who the person described is.

B. Without mentioning the name, describe some person who is well known internationally. Let your classmates guess who he or she is.

Exercise 401

Write a description of one paragraph in which you give a good word picture of either the football-player (see page 21) or the fisherman (see page 469).

Exercise 402

Study closely the specimen descriptions of animals given below. Observe each writer's choice of details, and notice the order in which he has arranged them.

1. Monte, my saddle horse, is a beautiful chestnut sorrel with four white-stocking feet and a white star in his forehead. He is three years old and stands fifteen and one-half hands high. He is built on the lines of a race horse and bears himself proudly. The aristocratic arch of his neck, his well-shaped head, his delicately pointed ears, and the intelligent look in his spirited eyes, all give him individuality and distinction in appearance. His coat shines like rich brown satin, and his mane and tail are luxuriant. But for a small scar just above the hoof of his right forefoot, he is physically perfect. — *Written by a High-School Boy*

2. She has brought two dogs with her, also, out of a number of pets which she maintains at home. One is a fat spaniel, called Zephyr — though heaven defend me from such a zephyr! He is

The Pup: "What Are They Talking About?"

fed out of all shape and comfort; his eyes are nearly strained out of his head; he wheezes with corpulency, and cannot walk without great difficulty. The other is a little, old, gray-muzzled curmudgeon, with an unhappy eye that kindles like a coal if you only look at him; his nose turns up; his mouth is drawn into wrinkles, so as to show his teeth; in short, he has altogether the look of a dog far gone in misanthropy and totally sick of the world. When he walks, he has his tail curled up so tight that it seems to lift his feet from the ground; and he seldom makes use of more than three legs at a time, keeping the other drawn up as a reserve. This last wretch is called Beauty.—WASHINGTON IRVING, "Bracebridge Hall"

3. She is a small, fat, rusty-black Scottie whose four short legs seem utterly incapable of leading her safely around. Indeed, she seems to realize this, for she waddles along unsteadily as though she expected to tumble over at any minute. She stands only a foot

high, and her tiny pointed tail looks too short to enable her to express her emotions adequately. This deficiency is overcome, however, by two large, expressive brown eyes which make it possible for us to understand her every feeling. These eyes are framed by a fringe of dark-gray hairs, a ridge of which continues down her nose, forming whiskers around her mouth and giving her the air of an old man. Her ears, cocked as only a Scottie's are, make her appear an alert, inquisitive busybody. — *Written by a High-School Girl*

Exercise 403

Select some pet or other animal thoroughly familiar to you, and write an accurate description of it.

In this description you will be heavily penalized for any misspelled words.

Exercise 404

Study one of the pictures listed below, and then write a description of the person or persons and the animal or animals shown in the picture. Do your best to make the reader see the picture as clearly as if he were looking at the original photograph.

1. What's Funny about That? (page 503).
2. What Are They Talking About? (page 515).
3. Tony and Jocko (page 531).
4. Breaking Camp in the Grand Canyon of the Colorado (page 372).
5. An Excellent Jump (page 451).

Exercise 405

A. In the paragraph that follows observe how the writer has described a sister and brother by means of contrast and comparison.

Strange as it may seem, there is very little resemblance between the twins. Phyllis is petite and exquisitely formed. She is pretty and graceful, and has a lovely clear skin that bespeaks good health.

Wavy light hair covers her shapely head, and an especially saucy curl is persistently falling over her left brow. Her dark-brown eyes sparkle with laughter. Fred is almost her opposite. Everybody says it is fortunate that he is a boy. Fully three inches taller than Phyllis, lanky, awkward, freckled, he is all that his sister is not. There is but one point of resemblance. Like her, he has laughing, sparkling dark-brown eyes. When he talks, as he does most of the time, his face lights up with boyish animation until one forgets that his mouth is large, his hair straight, and his nose crooked. "Aw, anyway, beauty is only skin deep," he quotes, with an impish grin.

B. Write a brief description of one of the pairs of persons, animals, or things suggested below that will enable anyone to distinguish the one from the other. Give details that show by contrast how the one differs from the other.

1. Two brothers.
2. Two sisters.
3. A girl and her chum.
4. A boy and his chum.
5. Two horses (dogs).
6. Two cars of different make.
7. A dog and a fox.
8. A rose and a dahlia.
9. A cornet and a saxophone.
10. A famous person of the past and a famous person of today.

Exercise 406

After you have read the following brief descriptions, point out the sentence in each that gives the dominant characteristic of the scene. To what other sense or senses, in addition to sight, does the writer of each description appeal?

1. When the hailstorm had passed, mother's flower garden was a pitiable sight to behold. What had once been color and life was now ruin and death. The hollyhocks, which had stood so stately and proud, were broken and bedraggled. A few solitary spikes were all that remained of the lilies and delphiniums. The trellis that had been covered with fragile sweet peas was stripped almost bare. A sodden mass of dull-crimson petals marked the spot where gorgeous poppies had bloomed. Even the sturdy zinnias were

mangled and bent. From the desolate garden rose a wet earthy smell mingled with the fragrance of the bruised flowers.

2. Have you ever been in a pine forest and noticed the solemn hush that pervades the atmosphere? Have you ever felt tired and restless and lain down on a soft bed of pine needles and refreshed your eyes with the dark, soothing green of the trees? The wind sighs gently through the tops of the trees. Below, everything is dark and still and cool. Flecks of sunlight filter through and cause spots here and there to glow with a soft golden light. The clean acrid smell of pine needles fills the air. Thus the pine forest always suggests restfulness and contentment and brings a sense of ease and utter enjoyment. —*Written by a High-School Boy*

Exercise 407

Each of the sentences given below states the dominant characteristic of a scene, a place, a person, an animal, or an object. Using one of these sentences as your topic sentence, write a good paragraph in which you give a vivid picture in words of the subject to be described. Select details carefully, and arrange them in proper order. Wherever it is possible, include some details that appeal to the sense of hearing or touch or smell, in addition to the sense of sight.

In this description you will be heavily penalized for any errors in the choice of words.

1. When our fruit trees are in bloom, the orchard resembles a fairy land.

2. At lunch time our school cafeteria is a scene of noise and confusion.

3. Everywhere in the park there were signs of the approach of spring.

4. The deserted camp on that late autumn afternoon looked forlorn and uninviting.

5. The back yard was well kept and attractive.

6. I have never seen anyone who could be any busier than mother is when she is doing her spring cleaning.

7. One glance at the dog showed that he had been in the thick of many fights.

8. The window of the food shop was filled with many tempting delicacies.

9. My new acquaintance showed in several ways that he had spent most of his life on the sea.

10. It seems almost unbelievable that the old car my brother drives will still run.

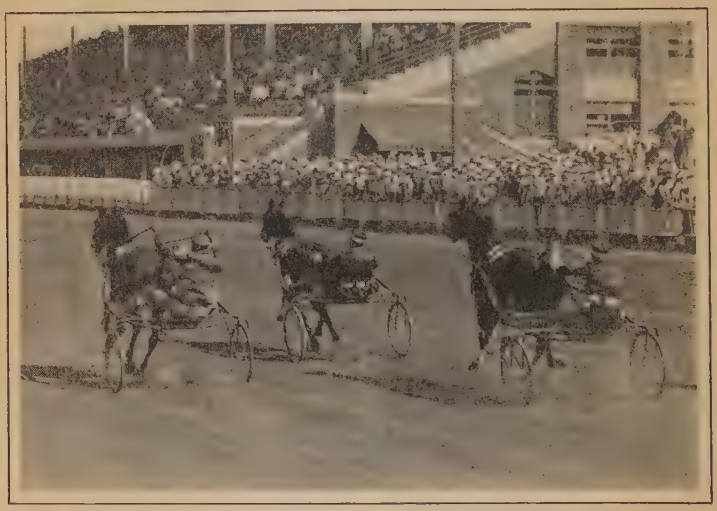
Exercise 408

In picturing a scene of action, you naturally use both description and narration; that is, you tell what is done in addition to giving details of appearance, sound, touch, and smell. Observe in the following descriptions of persons and animals how the writers have combined description and narration.

1. The afternoon sun is shining bright in a narrow, busy street crowded with traffic waiting for the signal lights to change. An old, flea-bitten white horse attached to a dilapidated wagon is generously helping himself to bananas in the cart of an unsuspecting peddler as his master dozes. Presently the signal lights change to green. Turning, the peddler sees the horse energetically chewing a banana and finds that half his stock has been consumed. He yells at the owner of the horse, who, aroused from his nap, starts to answer the peddler in his own terms, as the latter shakes his fist and shouts, "I make-a you pay for da banan'." But the honking of the automobiles drowns his voice and forces them both to move on. As the peddler turns into a side street, he is still muttering, "I make 'im pay for da banan'." The owner of the horse, continuing down the narrow crowded street, sighs to himself, "Such is life," and prepares to forget the whole affair. The afternoon sun shines on.

2. It was a pretty race. The cattle ran easily enough, with long, springy jumps that carried them over the ground faster than appearances would lead one to believe. The cow-pony, his nose stretched out, his ears slanted, his eyes snapping with joy of the chase, flew fairly "belly to earth." The rider sat slightly

forward, with the cowboy's loose seat. A whirl of dust, strangely insignificant against the immensity of a desert morning, rose from the flying group. Now they disappeared in a ravine, only to scramble out again the next instant, pace undiminished. The rider merely rose slightly and threw up his elbows to relieve the jar of the rough gully. At first the cattle seemed to hold their



Which Horse Will Win?

own, but soon the horse began to gain. In a short time he had come abreast of the leading animal. The latter stopped short with a snort, dodged back, and set out at right angles to his former course. From a dead run the pony came to a stand in two fierce plunges, doubled like a shot, and was off on the other tack. An unaccustomed rider would here have lost his seat. The second dash was short. With a final shake of the head, the steers turned to the proper course in the direction of the ranch. The pony dropped unconcernedly to the shuffling jog of habitual progression.[1]

[1] From "Arizona Nights," by Stewart Edward White. Copyright, 1907, Doubleday, Page & Company. Used by permission of Doubleday, Doran & Company, Inc., publishers.

Exercise 409

Using narration and description, give a vivid picture of a scene of action that you have recently observed. In addition to telling how the persons or animals looked, tell what they did. Use as many picture-making words, especially verbs and specific nouns, as you can effectively. The following suggestions may help you to select a scene:

1. The 440-yard dash.
2. A wrestling match.
3. A dog fight.
4. A horse race.
5. Fighting a fire.
6. Two kittens (puppies) playing.
7. Just after an automobile accident.
8. Two girls fleeing from a mouse.
9. An open-air market on Saturday.
10. A scene of your own choice.

Exercise 410

Imagine that you are a spectator viewing one of the scenes of action represented in one of the pictures listed below. Study closely the picture that you select, and then use narration and description to tell the reader what you saw.

1. An Excellent Jump (page 451).
2. Making a Record Pole Vault (page 325).
3. Surfboard Tilting (page 43).
4. Three Against One (page 495).
5. Which Horse Will Win? (page 520).

250. Narrative Sketches of Persons and Animals

A narrative personal sketch is a partial biography in which we attempt to portray a person by presenting him in terms of his dominant characteristic or a few of his outstanding traits. To as great an extent as possible we should allow our subject to reveal himself by what he does, by what he says, and by the effect that he has on others. We should present him as a living human being, not as a caricature, and do our best to make him as interesting and

entertaining to our readers as we have found him. In writing a narrative personal sketch, we should select as our subject someone who possesses a distinct personality and who is well known to us through long association.

Animals, like persons, when intimately known, reveal an individuality that adds greatly to our interest in them. In a narrative animal sketch, as in a personal sketch, we should try to acquaint our readers with the individuality of our subject by giving them an entertaining account of his characteristic actions, his interesting habits, and his peculiar traits.

Exercise 411

Examine closely the following narrative personal sketch, and notice how the writer has portrayed her sister in terms of her dominant traits by telling what she does, what she says, and the effect she has on the members of her family:

My Younger Sister

The antics of a younger brother as depicted in a Sunday comic supplement serve as a source of amusement for a great many people, but for me every joke played on an unsuspecting victim is an old story. Patiently, sorrowfully, but by no means quietly, I have suffered for many years as the victim, not of a younger brother, but of a younger sister.

She has just reached that gawky, awkward, stubborn age, with that overgrown, underfed look, that all of us pass through at a certain stage in our career. At present she gives no promise of great beauty or any remarkable talent, except in having her way with the family. In the hope of helping her overcome some of her awkwardness, mother cheerfully accompanied her to a school of interpretative dancing twice a week all last winter. Did I say *accompanied* her? *Led* or *dragged* would be more appropriate, for the darling set up such a hue and cry every Tuesday and Thursday that the neighbors must have thought that we were abusing her.

She is twelve years of age, but when asking a special favor she

reminds one of a spoiled child of four. If I assume an injured attitude when some of my paltry requests are refused, I gain nothing by it, but she never fails to get what she wants. I often tell her that she is Ethel Barrymore's only rival. But then, I tell her a great many things.

Her middle name should be Borrow. I am not selfish, but I do object to meeting myself face to face on the street. It is both bewildering and embarrassing. I should not mind if I were able to borrow her clothes, but they are all too small for me. Of course, she experiences no difficulty in getting into mine.

How I wish that she would not ask me to help her with her home work! Arithmetic was never my best study, and she refuses to be bothered with it. While I rack my brains trying to solve fractions and decimals for her, she placidly reads my history instead of her own.

She fondly imagines that she plays the piano, but the only piece I have ever recognized is "The Rosary." Each time when she sits down on the stool, I hold my breath. I almost pray that she will play something else, but no, each time it is "The Rosary."

When I have company, she forces her none-too-welcome self upon us and tries to enliven the evening by stirring tales of school and "my teacher says . . ." The next morning she airs her opinions at the breakfast table. "I didn't like him at all, mamma; his nose was too long," she proclaims loudly. At other times I hear her whispering stealthily, "Oh, mamma, she isn't a bit nice! She laughed when I recited 'Little Nell'!"

If I complain or protest to my fair-minded parents, I receive always the same reply: "You are older than she, dear. You must make allowances." Allowances? *Allowances?* Alack and alas! I am waiting patiently for her to grow up. But then, I shall still be the older sister, shall I not?

I almost forgot. Her name, of all names, is—Angela!—*Written by a High-School Girl*

Exercise 412

Write an entertaining narrative sketch in which you make your readers acquainted with some person whom you know well. Do not attempt a complete biography, but

present what you consider the most interesting aspect of your subject's personality.

In this narrative sketch you will be severely penalized for any period faults or comma faults.

Exercise 413

Examine the narrative sketch of a dog given below, and notice how the writer has individualized him and made him entertaining to her readers.

Dickie

Nature meant Dickie to be a lap dog; Fate and his own inclination have decreed otherwise. Nature made him a blue-blooded French poodle, small and curly; his ever-active curiosity has made him a hunter and an explorer. Nature intended him to be white; daily journeys of exploration have made him a dirty gray which nothing short of prolonged boiling would whiten.

Automobile grease, mud, coal dust, dead leaves, and all other forms of dirt hold an irresistible attraction for him. He comes in from a few hours of outdoor recreation and brings with him a sample of every form of flora in the surrounding countryside. He is incrusted with burdock burs, small two-hooked burs, large many-hooked burs, strange spikelike burs, and all the other kinds of burs in the vicinity; he exhibits many varieties of dry leaves, which he immediately sheds on the rugs; he trails behind him along the floor lengths of dead vines, which have become entangled in his curly hair. When these have been patiently pulled out or cut off, he hurries away to collect more.

Dickie loves to chase rabbits. The fact that he has never but once caught one — and on that memorable occasion didn't know what to do with it — does not discourage him in the least. His legs are so short that when he is in full pursuit through the high grass, he is forced to jump every few seconds in order to raise his head above the grass to see where he is; consequently, his pursuit is almost as bouncing as his prey's flight. Nevertheless, he is always hopeful. Many times a day we hear his shrill, hysterical bark as he pursues real or imaginary rabbits over the farm.

Despite innumerable scars and bruises, he has an unquenchable faith in his ability to attack the largest dog he can find and emerge victorious. Many a time we have dragged him from the midst of a fight, bitten and battered, but with unshaken faith in his own powers.

Dickie's sociableness is surpassed only by his curiosity. He will follow a member of the family from room to room untiringly rather than be left alone; but if the slightest unusual noise is heard, if a door slams, or if a strange step sounds on the porch, Dickie hastens to the spot at a run, barking at the top of his voice.

A paper or a magazine on the floor fulfills his highest desire in the matter of beds. He had rather lie down on even a bit of note paper than on the softest rug. On Sundays, when the papers are scattered here and there in greatest confusion, he has attained Paradise. To the great annoyance of the family he sprawls blissfully over as many sheets as possible, leaving bits of dead leaves in the radio section and muddy footprints on the comics.

Dickie is growing old now, — he was twelve last August, — but he is as hopeful, as optimistic, and as reckless as ever. His pursuit of rabbits is not so agile as formerly; his attacks on larger dogs are not so spry; but Dickie is still unconquerably cheerful. Neither age nor repeated failures can take the curl from his tail nor the buoyancy from his spirits. — *Written by a High-School Girl*

Exercise 414

Write an entertaining narrative sketch of a pet or other animal that you know well and have observed closely.

251. Simple Narratives

A well-told simple narrative answers the fundamental questions When? Where? Who? What? Why? and How? The three essentials, therefore, of a simple narrative are (1) setting, (2) characters, and (3) action. The *setting* includes the time of the action (When?) and the place of the action (Where?). The *characters* are the persons concerned (Who?). The *action* presents the incident or series of incidents that makes up the narrative (What?), sets forth

the cause or causes responsible for the occurrence (Why?), and reveals the manner in which the final outcome is brought about (How?).

Exercise 415

Read the following brief simple narrative. Point out the three essentials mentioned above. Show specifically how each of the six fundamental questions is answered. Who is the central character, or hero? Can you suggest any improvement in the narrative?

A Story My Father Likes to Tell

In the northern part of the peninsula of Jutland, in Denmark, is the Lim Fiord, a stretch of water reaching from the body of water east of the peninsula nearly to the coast of the North Sea. About forty miles from the western coast in the Lim Fiord is a small island on which lived a man known as Morton, a fisherman of nondescript character, who spent his money for drink.

One day, in the time of the year when the channel was frozen over, Morton, with a party of fourteen other fishermen, was spearing eels through the ice. Well on in the afternoon the fishermen started for the island four miles distant. Soon they began to run, for a windstorm had come up, and the ice was breaking. But it was impossible to reach the shore in that direction; so they turned in the opposite direction. Then, silently, fear driving them on, they ran for their lives toward the larger island eighteen miles away. A few miles from the island the tired men saw a small crack. Faster they ran, but the nearer they got the larger the crack appeared, until, when they had reached it, it was too wide for them to jump across it.

They almost gave up hope, but old Morton looked for a moment at a large block of ice floating near them. With the metal hook on the end of his long spear he finally pulled the piece of ice over to him.

"Will it bear my weight?" he thought. Carefully he placed one foot upon it, then the other. The ice did not go under. He

could easily have propelled himself over and run for the shore, for the ice beyond was still safe. He looked at the other men standing hopeless and terror-stricken beside the fast widening stretch of water. He must save them. Would the ice bear the weight of two? He told another man to get on with him. A fisherman stepped on beside him. Still the raft of ice remained above the surface. Then he proceeded to ferry the men across, one by one. Each man, upon reaching the other side, ran for the shore. But Morton stayed. His tired arms ached, and he was not at all sure that he should finish in time to save his own life. Back and forth he went until he had rescued every one of those fourteen men. The last one to start for land, he reached it safely.

This act of heroism was performed by the man from whom it would have been least expected; yet there was probably not another man among them who would have done what old Morton had done. — *Written by a High-School Pupil*

Exercise 416

Retell orally or in writing, as your teacher may assign, a simple narrative that a member of your family or some friend has told you. Do your best to relate it vividly and entertainingly.

Exercise 417

Write an interesting original simple narrative in which you relate a personal adventure or tell of something that happened to persons whom you know. See that your narrative answers the six fundamental questions. The suggestions given below may help you.

In this narrative you will be heavily penalized for errors in capitalization and punctuation.

1. My Narrowest Escape.
2. A Defective Detective.
3. A Vacation Adventure.
4. The Wrong Medicine.
5. An Expensive Joke.
6. A Daring Rescue.
7. Locked in a Building.
8. A Halloween Scare.
9. Mistaken Identity.
10. Shipwrecked.

252. News Stories

A news story is a true account of an actual happening, a simple narrative that gives the facts. In writing a news story we must, therefore, avoid inventing incidents or using imagined events. Since a news story may deal with anything timely that will interest a large number of readers, it is obvious that there are numerous sources of material.

Writing a news story demands considerable skill. Unlike the ordinary narrative of fact, the news story does *not* follow strictly the order of time or produce suspense through climax. The opening sentence or sentences, called the "lead," must answer as briefly as possible the questions Who? When? Where? and What? Frequently the "lead" gives the outcome or the result of the event and contains the gist of the whole story. The questions How? and Why? may be briefly answered in the "lead," but more often they are answered later in the story.

The fact that busy readers expect and demand all the really important news in the headlines and the opening sentences of a news story accounts for this inverted order of narration. In writing a news story, therefore, we should remember that *we must arouse the reader's interest at once and enable him to get all the essential news as quickly as possible.* We should do our best, furthermore, to make our story accurate, clear, concise, and complete.

Exercise 418

Study the organization of the material in the specimen on page 529, and see how much you can learn from it about the manner in which news stories are written. Which of the six fundamental questions of narration have been answered in the first paragraph? What information do you get from each of the remaining paragraphs?

CLAYTON HAMILTON TALKS ON "THE RIVALS"

Clayton Hamilton, well-known lecturer and dramatic critic, gave a talk on Sheridan's play "The Rivals" in the auditorium yesterday afternoon before a group of senior and junior students. He spoke in the interest of the management and the cast who are now giving at the Illinois Theater in Chicago a fine revival of the old play.

"The Rivals," first produced a hundred and fifty years ago, in January, 1775, at Covent Garden Theater in London, is one of the three plays written during the eighteenth century that have remained popular down to our own time. The other two are "She Stoops to Conquer," by Goldsmith, and "The School for Scandal," by the author of "The Rivals" — Richard Brinsley Sheridan. It is interesting to note that both these dramatists were Irish. One may say, therefore, that the great plays of Sheridan's day were written by Irishmen, and that Sheridan wrote two thirds of them, a splendid achievement for any man.

Sheridan, to quote Mr. Hamilton, had a "front-page personality." At the age of twenty-one he eloped to France with a beautiful young singer of Bath, not particularly because he loved her, but because he wished to save her from his rival. After a series of adventures the couple settled down in England. The support of a wife brought financial difficulties, however, which the young husband was unable to meet and led to the necessity of earning ready money. Being one of the most polished gentlemen of his day, Sheridan was considered the wittiest man in Bath. Having no accomplishments but that of brilliant conversation, he decided to present on the stage an evening of clever talk. The result is his famous play "The Rivals," which is still one of the most enjoyable of comedies.

The distinguished cast giving the revival of the play in Chicago and other cities throughout the country is headed by Mrs. Fiske as Mrs. Malaprop. The part of Bob Acres is played by James T. Powers; Chauncey Olcott appears as Sir Lucius O'Trigger; and Thomas A. Wise represents Sir Anthony Absolute.

That Mr. Hamilton's entertaining talk stimulated a desire to see the play was proved by the fact that a large number of students attended the performance last night, and many more are planning to see it during the week-end. — *Written by a High-School Pupil*

Exercise 419

Bring to class two or more good news stories found in newspapers or in your school paper. How much of the news has been told in the headlines? Tell which of the fundamental questions have been answered in the first paragraph. What information do you get from each of the remaining paragraphs?

Exercise 420

Write for your school paper or local newspaper a good news story giving an accurate and interesting account of a recent local event. Gather your material carefully and stick closely to the facts in writing your story. Do your best to compose an attractive "lead" as the first paragraph. Then expand and support your "lead" by giving other details. The suggestions given below may help you to find material.

In this news story you will be heavily penalized for errors in the use of pronouns.

1. An assembly speaker and his talk.
2. A school athletic contest.
3. A class or school election.
4. A school reception.
5. A school play.
6. An accident that you witnessed.
7. A fire, a storm, or a flood.
8. An act of bravery, kindness, or generosity.
9. A hike by Boy Scouts, Girl Scouts, or Camp Fire Girls.
10. A person who has mysteriously disappeared.
11. A recent change in rules made by the school board.

Exercise 421. Extra Credit

Write, as if it were current news, an account of some famous incident in history, such as the murder of Julius Cæsar, the signing of the Magna Charta, the Boston Tea Party, or the assassination of Abraham Lincoln. After your English teacher has given you a mark on this paper, ask your history teacher to mark it for historical accuracy.

253. Legends and Folk Tales

Every country has its legends and folk tales, or traditional stories, most of which were first told long before

Tony and Jocko

books were known. We are familiar, perhaps, with legends about St. George, King Arthur, Beowulf, Roland, and Siegfried. Since early childhood we have enjoyed such folk tales as "Cinderella," "Little Red Riding-hood," "Jack and the Beanstalk," and "Dick Whittington and His Cat."

The practice that we can get in oral and written composition by retelling some of these traditional stories we shall find valuable in our study of narration.

Exercise 422

Examine the following legend. Is it well written? Which of the fundamental questions are answered? Can you suggest any improvement?

The Legend of the Wine Tower

In the northeast of Scotland there is a seaport town, called Fraserborough, surrounded on two sides by the North Sea. Hundreds of years ago Hinard Castle, built on the rocks by the sea, was occupied by an overbearing feudal lord. On a rock jutting farther out into the sea was a part of the castle called the Wine Tower.

The lord of Hinard Castle had a young daughter whom he wished to marry to an aged neighboring lord, thus joining the property of the two families. The maiden, who had already plighted her troth, without her father's knowledge, to one of his knights, refused to marry the old lord. Her father found her with her young lover one evening and determined to separate them. Without the maiden's knowledge he had his henchmen put her lover into the dungeon of the Wine Tower. The knight was chained, and slowly starved to death. The father continued to urge his daughter to marry the old lord, but she steadfastly refused, always hoping for the return of her lover.

One day, in a frenzy of passion, he dragged her down to the dungeon to view the skeleton of her lover, telling her that if she did not consent she should share the same fate. But, instead of consenting, the maiden clasped the skeleton of her lover in her arms and, fleeing up the stairs to the top of the Wine Tower, jumped to the rocks below.

Just beneath the tower is a large, smooth rock with a brownish stain on it, which has been pointed out to the children through the generations as the rock on which she fell. It is said that when a storm dashes the sea up over the rocks, the clank of the chains around her lover's ankles can be heard. In the gloaming, when the sea is at full tide, the outline of the maiden can be seen, with her long black hair floating among the seaweed on the top of the rocks.

Today Hinard Castle, with its old Wine Tower, is a splendidly

equipped coast-guard station, with a great lighthouse flashing its warning to sailors to steer clear of the treacherous rocks around the Wine Tower. — *Retold by a High-School Pupil*

Exercise 423

Using your own words, retell, orally or in writing, a legend, folk tale, or fairy story that someone has told you or that you have read recently. Do your best to make your reproduction clear and entertaining.

Exercise 424

Retell orally or in writing an American legend or folk tale that someone has told you. Or, if you or your parents have come from a foreign country, relate a legend or a folk tale told by the people of that country.

254. Myths

A myth is an invented, or wholly fictitious, narrative. Myths usually deal with supernatural persons, actions, and events, and were devised to explain various phenomena of nature, such as thunder and lightning, and to account for customs, habits, and beliefs. They are the product of superstition and imagination. As explanations they have, of course, no scientific value; but as literature they constitute some of our most entertaining narratives.

Retelling well-known myths and writing original myths will provide valuable practice in composition and enjoyable training of the imagination.

Exercise 425

Retell a myth read in one of the following books:

1. Thomas Bulfinch's "Age of Fable."
2. H. A. Guerber's "Myths of Greece and Rome" or "Myths of Northern Lands."

3. Nathaniel Hawthorne's "Wonder Book" or "Tanglewood Tales."
4. C. M. Gayley's "Classic Myths."
5. A book of myths that you may select.

Exercise 426

After reading several myths concerning Cupid, Venus, and Apollo, read the original myth given below.

Lila and Apollo

Just before dawn Cupid, in a mischievous mood, shot a golden-tipped arrow at the heart of the beautiful maiden Lila, who was picking flowers for her mother. Just as Cupid started to shoot a leaden arrow, Venus called him, and he flew away on an errand for her.

As Apollo started across the heavens, Lila looked up and immediately fell deeply in love with him. He, however, did not return her love, nor did he hate her.

Lila went home and gave her mother the flowers, telling her that she could not live without Apollo and that she was going to seek him. Her mother let her go with grave misgivings, for her daughter was only a mortal, whereas Apollo was a god.

Lila set out with hope and courage and walked until she came to the end of the world. There she waited until Jupiter sent rain. As soon as the sun shone, she ascended the beautiful rainbow to the castle of Apollo. A stern-faced servant opened the door, and she asked to see the sun god. The servant told her that any mortal who looked upon Apollo would be blinded, but she insisted until the servant led her down a long hall into the sun god's presence. She caught one glimpse of his face and was blinded instantly. Apollo did not notice her, even though she was as beautiful as his sun.

As she descended the rainbow, she lost her footing and fell to the earth, dead. The trees saw her as she touched the ground and whispered the sad story to the wind; the wind carried it to the windows of her house; and the windows rattled it to her mother. When the mother learned of the death of her only child, she hobbled around moaning, "Lila, alack! Lila, alack!"

When Apollo heard the story, he pitied Lila and changed her into a bush bearing fragrant purple flowers as beautiful as the girl herself.

As the people mourned for her, they gradually shortened "Lila, alack!" into "Lilac," and forever after we have called this bush the lilac bush. — *Written by a High-School Pupil*

At the End of the Year's Contest in Speaking and Writing, Which of the Runners Represents You?

Exercise 427

After studying a number of myths, use your imagination and write the most reasonable original myth that you can invent. Remember that most, if not all, of the characters should be supernatural beings.

255. "Just So" Stories

"Just so" stories are, as the name suggests, invented, or fictitious, narratives and are told wholly for entertainment. Like myths, they are intended to explain some curious or commonplace fact of nature. They deal usually with animals, plants, and people. In most of them some magical power plays a part, but rarely are any of the characters supernatural beings, such as gods or giants, as they are in myths. From the time of the Arabian Nights tales to the present, fanciful stories of the "just so" type have been

told; but among modern writers Rudyard Kipling deserves principal credit for naming and making popular this kind of story.

Exercise 428

Retell orally or in writing your favorite story in Kipling's "Just So Stories."

Exercise 429

Examine the following original "just so" story. Has the writer made the story seem reasonable? Can you suggest any improvement?

Why the Blue Jay Calls "Thief! Thief!"

A long time ago there were a blue jay and a robin who lived near together and were very close friends. Both liked to eat cherries.

There were two cherry trees in a garden which the blue jay and the robin went to visit. They agreed that the blue jay might eat all the cherries on one tree and the robin all the cherries on the other. It happened, however, one year that the cherries on the blue jay's tree ripened before those on the robin's tree; so the blue jay had eaten all his cherries before the robin had begun to eat his.

One day the robin thought he would eat some cherries. When he arrived at the garden, he saw the blue jay eating cherries from his tree.

"Ah, why are you eating cherries from my tree?" asked the robin.

"Why, these are just as much my cherries as they are yours," replied the blue jay crossly.

They argued for some time. Then a council of all the birds was called to decide on fit punishment for the blue jay. The owl was made judge, and sparrows and swallows were the jury.

After much chatter the blue jay was accused of stealing. In spite of all that the woodpecker, who was sheriff, could do to

keep order, there was a great deal more noise before the punishment was decided. Finally the older birds decreed that the blue jay should be denied the power of speech and that the only word he might utter thereafter should be "Thief!" So from that day to this the blue jay has always called, "Thief! Thief!" —*Written by a High-School Pupil*

Exercise 430

Using one of the topics suggested below, write the best original "just so" story that you can invent. Give your imagination free play, but do your best to make your story seem reasonable. See that it is smoothly and entertainingly written. If your story is exceptionally good, offer it to the editor of your school paper or magazine.

In this story you will be heavily penalized for errors in capitalization and punctuation.

1. How the Bee Got Its Sting.
2. Why the Owl is Reputed to Be Wise.
3. How the Ostrich Got Its Long Neck.
4. Why the Quail Says "Bob White."
5. How the Billy Goat Got His Whiskers.
6. Why the Flounder Is Flat.
7. How the Porcupine Got Its Quills.
8. Why Birds Have No Teeth.
9. How the Gopher Got Its Pockets.
10. How the Rattlesnake Got Its Rattles.
11. How the Giraffe Got Its Long Neck.
12. How the Zebra Got Its Stripes.
13. Why the Sensitive Plant Is Sensitive.
14. How the Whippoorwill Got Its Call.
15. Why Leaves Change Color in the Autumn.
16. How the Flying Squirrel Got Its Wings.
17. Why Moles Have No Eyes.
18. Why Fish Cannot Wink.
19. Why Wisdom Teeth Come Late.
20. A subject of your own choice.

256. Short Stories

A short story is a brief narrative that presents effectively a struggle and its outcome. The actions of the characters representing one or both of the opposing forces must be *consciously directed* from the beginning of the story for the purpose of bringing about a desired outcome, which is to form the conclusion of the story. The struggle may be physical, mental, or emotional, but unless there is a conflict there can be no story. Simple narratives of fact are, as we have seen, true accounts of actual happenings. Short stories, though they may include some real events, are for the most part the invention of the writer's imagination. *To be effective, a short story must be so constructed and related that the action seems probable and the characters appear real and likelife.*

Suppose that we plan a story using this situation: A boy has made himself so objectionable to his schoolmates that they decide to punish him. Here we have characters representing two opposing forces, the boy and his schoolmates. The plot problem that we must solve in constructing our story is this: What will be the most interesting *probable* outcome of the struggle, and how shall the characters proceed in bringing it about? In order to make our plot as concrete as possible, let us select a title, decide on names for our principal characters, and choose appropriate settings in time and place. After several attempts we perhaps succeed in working out from this story situation some such plot as the one given below.

For Percy's Amusement

I. The story situation (the cause).

Percy Harron, who entered Hampton Preparatory School as a junior, is disliked by many of his schoolmates because he ranks highest in his courses and is snobbish. Several

juniors and seniors, led by Ned Parker, the star athlete of the school, resolve to punish him. Accordingly they make plans to take him, on the following Saturday night, to a deserted logging camp ten miles away and, after giving him a good scare, leave him to walk back to the school.

II. The series of events composing the story proper. (Note that they are arranged in the order of cause and effect as well as in that of time.)

1. Late on Saturday afternoon Ned Parker induces the unsuspecting Percy to leave his books and go with him in his car for a ride.
2. Three miles from the logging camp, in dense woods, the car stops for want of gasoline, as Ned had arranged that it should. While Ned is gone, supposedly for gasoline, Percy sleeps comfortably in the car.
3. Sometime later, after dark, Percy is aroused by six silent figures with flashlights. They seize, bind, gag, and blindfold him. After replenishing the gasoline, they drive on in silence to the camp.
4. Leaving the car running, they take Percy into the shack and build a fire in the fireplace. By one or two comments they try to convince him that they have set fire to the shack. Silently they go outside, slam the door, and chain it.
5. Several minutes later they reënter. As one of the boys unbinds Percy's feet, Percy overhears a boy whisper, "Let's get Jake's bear." "Just the thing," another replies, almost aloud. The boys go outside again and chain the door fast.
6. Left alone, Percy hears the boys walking away through the undergrowth, laughing and talking. With great effort he frees his hands. Then he removes the blindfold and the gag. He listens, but hears no sound save the motor of the car. Quickly he crawls out through the window, jumps into the car, and drives away.

III. The outcome (the result).

When the boys return with Jake and the bear, they discover that Percy and the car are gone.

Exercise 431

Using the plot given in section 256, write the story "For Percy's Amusement." Limit your story to a thousand words. Revise it and rewrite it until it represents your very best effort.

Exercise 432

From the following list of situations choose one that you think you can develop into a good short story. Construct a plot according to the outline given in section 256. Select any necessary additional characters, give all the principal characters names, and decide on appropriate time and place settings. When you have revised your plot, make a copy of it and bring it to class to be discussed.

1. Suppose that a week ago you "vanished mysteriously" in order to create a little excitement and get your name in the papers. There was even more excitement than you had anticipated, especially for you. What happened? Now that you are in school once more, and most happy to be back safely, write the story of the struggle that you had. Make it entertaining and probable.

2. A girl taunts a boy by calling him a coward because he will not do what she wishes him to do. What does the taunt cause the boy to do? How does he attempt to prove that he is not a coward? What is the outcome?

3. A boy or girl, jealous of a rival in school, tells a lie that results in serious consequences for the innocent person. What constitutes the struggle? What is the most probable outcome? How is it brought about?

4. A boy or girl who dislikes fire drills hides one day in a coat closet to avoid marching out for a "silly old drill." What happens? What is the outcome? Invent an interesting probable story.

5. Several years ago a trivial incident made two neighboring families bitter enemies. What was the incident? Something happens to cause them to forget their enmity and become friends again. What is it? How is the reconciliation brought about?

Broadcasting a Radio Play

6. A girl who is eager to win a prize in a sewing contest secretly mutilates the dress of her only serious rival. What happens on the day that the prize is awarded? What is the outcome of the struggle?

7. Suppose that, overhearing a few sentences of a conversation, you suspect that the speakers are planning some mischief, and decide to play the rôle of a detective. What did you hear? What do you do? Do you discover that you are right or wrong as to the speakers' meaning? Tell the story of your adventure as a detective. Will your story have a serious outcome, or a humorous surprise ending?

Exercise 433

After you have revised and improved the plot that you made in Exercise 432, develop it into the best short story that you can write. Try to make it good enough to be published in your school magazine or newspaper.

Exercise 434. Extra Credit

Within the past few years radio plays and dramatized stories and incidents from history and literature have become a very popular form of entertainment. Have you and your classmates ever thought of dramatizing some story or incident or of writing an original play to be given over the radio? Such a play, as you must be aware, depends wholly on what is *heard*, for a radio audience cannot at the present time see the actors or the stage.

With the aid and advice of your teacher select an episode from history or an incident from a novel that can be dramatically presented by means of dialogue, and make of it a radio play. Your class may be divided into groups, and the groups may work in competition on the same material; or each group may work on a different episode or incident. In some instances a group may be able to write an original play.

When the plays have been written, pupils may be assigned parts as characters. After the play has been rehearsed until the players know their lines and can interpret their parts effectively, the play may be presented in class. In order to test the dramatization as a radio play, the actors should be concealed behind a screen from the rest of the class.

If a play is exceptionally good, the principal of the school may be able to arrange to have it given as a real broadcast through a local radio station.

APPENDIX A

Principal Parts of Difficult Verbs

The principal parts of the difficult verbs given below should be learned thoroughly.

Present Tense	Past Tense	Past Participle	Present Tense	Past Tense	Past Participle
am (be)	was	been	do	did	done
attack	attacked	attacked	drag	dragged	dragged
awake	awoke	awaked	draw	drew	drawn
bear	bore	borne	dream	dreamed	dreamed
		born		dreamt	dreamt
beat	beat	beaten	drink	drank	drunk
become	became	become	drive	drove	driven
begin	began	begun	drown	drowned	drowned
bend	bent	bent	dwell	dwelt	dwelt
bid [1]	bade	bidden	eat	ate	eaten
bid [2]	bid	bid	fall	fell	fallen
bite	bit	bitten	fight	fought	fought
bleed	bled	bled	flee	fled	fled
blow	blew	blown	flow	flowed	flowed
break	broke	broken	fly	flew	flown
bring	brought	brought	forget	forgot	forgotten
burn	burned	burned	freeze	froze	frozen
	burnt	burnt	get	got	got
burst	burst	burst	give	gave	given
catch	caught	caught	go	went	gone
choose	chose	chosen	grow	grew	grown
come	came	come	hang [3]	hung	hung
creep	crept	crept	hang [4]	hanged	hanged
deal	dealt	dealt	hear	heard	heard
dig	dug	dug	heat	heated	heated
dive	dived	dived	hide	hid	hidden

[1] *Bid,* command. [2] *Bid,* make an offer. [3] *Hang,* suspend. [4] *Hang,* execute.

Present Tense	Past Tense	Past Participle	Present Tense	Past Tense	Past Participle
hold	held	held	sing	sang	sung
hurt	hurt	hurt	sink	sank	sunk
kneel	knelt	knelt	sit	sat	sat
know	knew	known	slay	slew	slain
lay	laid	laid	slide	slid	slid
lead	led	led	slink	slunk	slunk
lend	lent	lent	speak	spoke	spoken
lie [1]	lay	lain	spend	spent	spent
lie [2]	lied	lied	spit	spit	spit
light	lighted	lighted		spat	spat
	lit	lit	spring	sprang	sprung
loose	loosed	loosed	steal	stole	stolen
lose	lost	lost	strike	struck	struck
mean	meant	meant	strive	strove	striven
pay	paid	paid	swear	swore	sworn
plead	pleaded	pleaded	sweep	swept	swept
prove	proved	proved	swim	swam	swum
raise	raised	raised	take	took	taken
read	read	read	teach	taught	taught
rid	rid	rid	tear	tore	torn
ride	rode	ridden	throw	threw	thrown
ring	rang	rung	thrust	thrust	thrust
rise	rose	risen	tread	trod	trodden
run	ran	run			trod
say	said	said	wake	woke	waked
see	saw	seen		waked	
set	set	set	wear	wore	worn
shake	shook	shaken	weave	wove	woven
shine	shone	shone	weep	wept	wept
show	showed	shown	wind	wound	wound
		showed	wring	wrung	wrung
shrink	shrank	shrunk	write	wrote	written

[1] *Lie*, recline.

[2] *Lie*, tell a falsehood.

APPENDIX B

Model Conjugations

Conjugation of the Verbs *Be* and *Have*

PRINCIPAL PARTS: *be, was, been*; *have, had, had*

INDICATIVE MOOD

PRESENT TENSE

Singular	*Plural*	*Singular*	*Plural*
I am	We are	I have	We have
You are	You are	You have	You have
(Thou art)		(Thou hast)	
He is	They are	He has	They have

PAST TENSE

I was	We were	I had	We had
You were	You were	You had	You had
(Thou wast)		(Thou hadst)	
He was	They were	He had	They had

FUTURE TENSE

I shall be	We shall be	I shall have	We shall have
You will be	You will be	You will have	You will have
(Thou wilt be)		(Thou wilt have)	
He will be	They will be	He will have	They will have

PRESENT PERFECT TENSE

I have been	We have been	I have had	We have had
You have been	You have been	You have had	You have had
(Thou hast been)		(Thou hast had)	
He has been	They have been	He has had	They have had

PAST PERFECT TENSE

I had been	We had been	I had had	We had had
You had been	You had been	You had had	You had had
(Thou hadst been)		(Thou hadst had)	
He had been	They had been	He had had	They had had

FUTURE PERFECT TENSE

Singular	*Plural*
I shall have been	We shall have been
You will have been (Thou wilt have been)	You will have been
He will have been	They will have been
I shall have had	We shall have had
You will have had (Thou wilt have had)	You will have had
He will have had	They will have had

SUBJUNCTIVE MOOD

PRESENT TENSE

Singular	*Plural*	*Singular*	*Plural*
If I be	If we be	If I have	If we have
If you (thou) be	If you be	If you (thou) have	If you have
If he be	If they be	If he have	If they have

PAST TENSE

If I were	If we were	If I had	If we had
If you were	If you were	If you had	If you had
(If thou wert)		(If thou hadst)	
If he were	If they were	If he had	If they had

PRESENT PERFECT TENSE

If I have been	If we have been	If I have had	If we have had
If you have been	If you have been	If you have had	If you have had
(If thou have been)		(If thou have had)	
If he have been	If they have been	If he have had	If they have had

PAST PERFECT TENSE

If I had been	If we had been	If I had had	If we had had
If you had been	If you had been	If you had had	If you had had
(If thou hadst been)		(If thou hadst had)	
If he had been	If they had been	If he had had	If they had had

IMPERATIVE MOOD

be (thou, you, *or* ye) have (thou, you, *or* ye)

INFINITIVES

PRESENT: to be to have
PERFECT: to have been to have had

PARTICIPLES

PRESENT: being having
PAST: been had
PERFECT: having been having had

Conjugation of the Verb *See*

PRINCIPAL PARTS: *see, saw, seen*

ACTIVE VOICE: INDICATIVE MOOD

PRESENT TENSE		PAST TENSE	
Singular	*Plural*	*Singular*	*Plural*
I see	We see	I saw	We saw
You see (Thou seest)	You see	You saw (Thou sawest)	You saw
He sees	They see	He saw	They saw

FUTURE TENSE		PRESENT PERFECT TENSE	
I shall see	We shall see	I have seen	We have seen
You will see	You will see	You have seen	You have seen
(Thou wilt see)		(Thou hast seen)	
He will see	They will see	He has seen	They have seen

PAST PERFECT TENSE		FUTURE PERFECT TENSE	
I had seen	We had seen	I shall have seen	We shall have seen
You had seen	You had seen	You will have seen	You will have seen
(Thou hadst seen)		(Thou wilt have seen)	
He had seen	They had seen	He will have seen	They will have seen

SUBJUNCTIVE MOOD

PRESENT TENSE		PAST TENSE	
If I see	If we see	If I saw	If we saw
If you see	If you see	If you saw	If you saw
(If thou see)		(If thou saw)	
If he see	If they see	If he saw	If they saw

PRESENT PERFECT TENSE		PAST PERFECT TENSE	
If I have seen	If we have seen	If I had seen	If we had seen
If you have seen	If you have seen	If you had seen	If you had seen
(If thou have seen)		(If thou hadst seen)	
If he have seen	If they have seen	If he had seen	If they had seen

IMPERATIVE MOOD: *Present, Singular and Plural,* see (thou, you, *or* ye).
INFINITIVES: *Present,* to see; *Perfect,* to have seen.
PARTICIPLES: *Present,* seeing; *Past,* seen; *Perfect,* having seen.

PASSIVE VOICE: INDICATIVE MOOD

Present Tense

Singular	*Plural*
I am seen	We are seen
You are seen (Thou art seen)	You are seen
He is seen	They are seen

Past Tense

I was seen	We were seen
You were seen (Thou wast seen)	You were seen
He was seen	They were seen

Future Tense

I shall be seen	We shall be seen
You will be seen (Thou wilt be seen)	You will be seen
He will be seen	They will be seen

Present Perfect Tense

I have been seen	We have been seen
You have been seen (Thou hast been seen)	You have been seen
He has been seen	They have been seen

Past Perfect Tense

I had been seen	We had been seen
You had been seen (Thou hadst been seen)	You had been seen
He had been seen	They had been seen

Future Perfect Tense

I shall have been seen	We shall have been seen
You will (thou wilt) have been seen	You will have been seen
He will have been seen	They will have been seen

SUBJUNCTIVE MOOD

Present Tense

If I be seen	If we be seen
If you be seen (If thou be seen)	If you be seen
If he be seen	If they be seen

Past Tense

If I were seen	If we were seen
If you were seen (If thou wert seen)	If you were seen
If he were seen	If they were seen

Present Perfect Tense

If I have been seen	If we have been seen
If you have been seen (If thou have been seen)	If you have been seen
If he have been seen	If they have been seen

PAST PERFECT TENSE

If I had been seen
If you had been seen (If thou hadst been seen)
If he had been seen
If we had been seen
If you had been seen
If they had been seen

IMPERATIVE MOOD: *Present, Singular and Plural,* be (thou, you, *or* ye) seen.
INFINITIVES: *Present,* to be seen; *Perfect,* to have been seen.
PARTICIPLES: *Present,* being seen; *Past,* seen; *Perfect,* having been seen.

Synopsis of the Verb *Help*

PRINCIPAL PARTS: ***help, helped, helped***

ACTIVE VOICE: INDICATIVE MOOD

PRESENT TENSE: I help.
PAST TENSE: I helped.
FUTURE TENSE: I shall help.
PRESENT PERFECT TENSE: I have helped.
PAST PERFECT TENSE: I had helped.
FUTURE PERFECT TENSE: I shall have helped.

SUBJUNCTIVE MOOD

PRESENT TENSE: If I help.
PAST TENSE: If I helped.
PRESENT PERFECT TENSE: If I have helped.
PAST PERFECT TENSE: If I had helped.

IMPERATIVE MOOD: *Present, Singular and Plural,* help (thou, you, *or* ye).
INFINITIVES: *Present,* to help; *Perfect,* to have helped.
PARTICIPLES: *Present,* helping; *Past,* helped; *Perfect,* having helped.

PASSIVE VOICE: INDICATIVE MOOD

PRESENT TENSE: I am helped.
PAST TENSE: I was helped.
FUTURE TENSE: I shall be helped.
PRESENT PERFECT TENSE: I have been helped.
PAST PERFECT TENSE: I had been helped.
FUTURE PERFECT TENSE: I shall have been helped.

SUBJUNCTIVE MOOD

PRESENT TENSE: If I be helped.
PAST TENSE: If I were helped.
PRESENT PERFECT TENSE: If I have been helped.
PAST PERFECT TENSE: If I had been helped.

IMPERATIVE MOOD: *Present, Singular and Plural,* be (thou, you *or* ye) helped.
INFINITIVES: *Present,* to be helped; *Perfect,* to have been helped.
PARTICIPLES: *Present,* being helped; *Past,* helped; *Perfect,* having been helped.

PROGRESSIVE VERB PHRASES

Synopsis of the Verb *Help*

INDICATIVE

	Active	Passive
Present	I am helping	I am being helped
Past	I was helping	I was being helped
Future	I shall be helping	
Present perfect	I have been helping	
Past perfect	I had been helping	
Future perfect	I shall have been helping	

SUBJUNCTIVE

Past	(If) I were helping	(If) I were being helped

POTENTIAL VERB PHRASES

Synopsis of the Verb *Help*

ACTIVE

Present	I may (can) help
Past	I might (could) help
Present perfect	I may (can) have helped
Past perfect	I might (could) have helped

PASSIVE

Present	I may (can) be helped
Past	I might (could) be helped
Present perfect	I may (can) have been helped
Past perfect	I might (could) have been helped

APPENDIX C

Five Hundred Words Often Misspelled

Group 1

once	again	narrative	familiar	physical
because	absence	village	address	almost
all right	certain	yield	grammar	ache
already	finally	similar	fiery	calendar

Group 2

busy	coupon	cough	sympathy	visible
business	conscience	prompt	subscribe	until
always	condemn	precious	you're	agreeable
canal	every	tongue	whose	won't

Group 3

tyranny	ancient	chief	grateful	influence
wiry	analyze	excel	fifth	heard
which	bearing	author	interest	acquaintance
length	asylum	eligible	guidance	extravagant

Group 4

anecdote	pastime	souvenir	across	financial
February	original	adviser	speech	aëroplane
instead	peaceable	Grecian	wrist	courtesy
image	paralyze	since	villain	endeavor

Group 5

weird	vegetable	extremely	can't	accumulate
athletic	history	achieved	label	changeable
lightning	bargain	wrong	very	antecedent
replies	whether	been	literature	beginning

Group 6

built	quizzes	hygienic	captain	judgment
raise	forty	appreciate	among	unnecessary
wholly	fourth	column	half	reservoir
women	fortieth	anchored	catalogue	accompanied

Group 7

said	receipt	harass	coming	fascinate
cashier	cheap	rough	clothes	governor
choose	breathe	abscess	visitor	accommodate
buying	autumn	wretched	sandwich	accidentally

Group 8

safety	despise	usable	ascend	adequately
arctic	cemetery	just	carrying	committee
allies	holloed	bicycle	permitted	controlled
whole	really	color	crescent	convenience

Group 9

enough	height	facility	around	fulfilled
having	gaudy	positive	desirable	glycerine
duly	ceiling	conceit	audience	mischievous
forfeit	eminent	destroy	generally	Wednesday

Group 10

heroes	license	garage	wield	aggravate
college	humorous	lovable	apiece	industrious
divide	conferred	answer	employee	hindrance
enemy	doesn't	gossiped	laboratory	interfered

Group 11

many	easily	measles	writing	development
niece	dealt	mention	written	guaranteed
dessert	conscious	through	wrote	courteous
expense	fitting	write	foreigner	immediately

Group 12

much	mortgage	neighbor	itself	explanation
making	mosquitoes	misspelled	illegible	comparative
they	imaginary	lonely	chocolate	government
murmur	citizen	losing	lieutenant	candidate

Group 13

disagree	equipped	referred	breadth	recognize
occurred	deceive	becoming	assistance	professor
patient	anxiety	often	miniature	barbarous
minute	persuade	ninth	participle	remembrance

Group 14

o'clock	occurring	counterfeit	dismissal	perspiration
dissolve	apology	profiting	physiology	exaggerate
revenue	noticeable	early	ninety	miscellaneous
eighth	carefully	begging	recommend	correspondence

Group 15

perhaps	muscle	prejudice	anxious	vocabulary
descend	guardian	nuisance	using	occurrence
odor	discreet	coolly	paid	experience
nickel	prominent	don't	preference	colonel

Group 16

scissors	decision	embarrass	any	procedure
omitted	putting	difference	break	possession
secede	argument	clause	recollect	responsible
opposite	prisoner	defied	resistance	pronunciation

Group 17

does	despair	invisible	attached	gymnasium
hoarse	ecstasy	owing	prairie	appointment
sense	pleasant	crystal	seize	tonight
debater	righteous	forehead	secretary	attendance

Group 18

separate	ready	deference	reality	marriage
parade	skillful	auxiliary	withhold	appreciate
leisure	several	daily	animal	efficient
politics	precede	quiet	necessary	preferable

Group 19

repetition	believing	sensible	says	coöperate
possible	relief	desperate	seems	necessity
drowned	singeing	definite	organize	appearance
sentence	parallel	apron	existence	independence

Group 20

shoes	thorough	negative	easy	sophomore
straight	proceed	civilized	can't	reference
manual	trouble	design	Tuesday	sovereign
deferred	scarcely	very	reënforce	liniment

Group 21

shrewd	omission	delegate	gauge	loveliness
science	pennant	studying	knew	practical
friend	grievous	usually	field	dissatisfied
hideous	schedule	piece	probably	extraordinary

Group 22

depth	disappoint	operation	curiosity	traitorous
earnest	strictly	pneumonia	persistent	hurriedly
exceed	perform	laid	assistance	irresistible
listening	arising	quite	dictionary	manageable

Group 23

curtain	strategy	librarian	guess	restaurant
solemn	entrance	benefited	lying	discipline
speak	epidemic	sure	siege	glistening
obstacle	occasion	meant	privilege	intelligence

Group 24

synopsis	scheme	believing	oblige	descendant
specimen	likely	synonym	truly	assignment
anxiety	society	two	thieves	irregular
cylinder	explained	sieve	preparation	disappearance

Group 25

surely	remedy	welfare	sugar	supersede
describe	ninetieth	surprise	though	individual
syllable	nineteenth	tries	toward	transferred
tragedy	tendency	pursuit	plenteous	superintendent

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SYMBOLS USED IN MARKING COMPOSITIONS

[Numbers refer to sections and divisions of sections.]

GRAMMAR

Ag.	Error in agreement: verb and subject (**51**); pronoun and antecedent (**25**; **31**; **33**); *this* and *that* (**66**).
Cs.	Wrong case form (**31**; **38–43**; **74, 1**; **80, 1**; **82, 1**).
Gr.	Unspecified error in grammar (**21–90**).
M.	Wrong mood of verb (**54–57**; **60, 5, 6**).
Pl.	Use plural instead of singular of a word.
Sg.	Use singular instead of plural of a word.
Tn.	Wrong tense of verb (**52**; **60, 2–4**; **80, 2**; **85, 2, 3**; **99**).

SENTENCE STRUCTURE

C.	Lack of coherence: in sentence (**125–137**).
C.F.	Comma fault (**106**).
E.	Poor sentence emphasis (**138–139**).
F.S.	Fragment of a sentence (**104**).
Ger.	Faulty reference of gerund (**127**).
Inf.	Faulty reference of infinitive (**128**).
K.	Awkward sentence; improve it.
O.S.	Overloaded sentence (**123**).
P.F.	Period fault (**105**).
Pll.	Violation of parallel construction (**133**).
Ptc.	Faulty reference of participle (**126**).
Ref.	Faulty reference of pronoun (**125**).
S.	Unspecified error in sentence structure (**91–106**; **121–141**).
Tr.	Transpose a word, phrase, or clause to a better position in the sentence.
U.	Lack of unity (**122–123**).
∧	Necessary word or words omitted (**124**).
δ	Omit unnecessary word or words.

CAPITALIZATION AND PUNCTUATION

Cap.	Use capital letter (**107**).
Ital.	Underscore word or words once to denote italics (**108**).
l.c.	Use small letter instead of capital (**107**).
P.	Error in punctuation (**109–119**).

SYMBOLS USED IN MARKING COMPOSITIONS

[Numbers refer to sections and divisions of sections.]

❖ DICTION ❖

Coll.	Diction too colloquial (**153**; **156**).
D.	Unspecified error in diction (**151–165**).
Fig.	Faulty figure of speech (**161–164**).
Id.	Not idiomatic English.
Rep.	Needless repetition (**140**).
Sl.	Slang word or expression (**154**; **156**; **165, 5**).
Trite	Trite or overworked word or expression (**165, 2, 3**).
Vg.	Vulgarism (**155**; **156**).
Wd.	Wordy; condense (**138**; **165, 1**).
Wk.	Weak diction; use a more effective word (**157–165**).

❖ SPELLING ❖

Dy.	Consult a dictionary for correct spelling.
Sp.	Unspecified error in spelling (**170**).
Syl.	Wrong syllabic division of word (see dictionary).
⁀	Write as one word without a hyphen.

❖ MISCELLANEOUS SYMBOLS ❖

MS.	Manuscript not in good form: letters (**185**; **202**); composition (**225**).
×	An unspecified obvious error.
?	A doubtful statement.
¶	Indent; begin a new paragraph here (**173**).
¶?	Should a paragraph begin here?
No ¶	Do not begin a new paragraph.
/	Divide a word or a sentence.
⫽	Use a hyphen at the point indicated by the caret.
#	Leave more space between words or sentences.
R.	Revise the composition and return it.
W.	Work not acceptable. Rewrite the assignment.
∆	Consult the teacher.

❖ ❖ ❖